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ABSTRACT

The Faculty Development in Irdividualized Education Prcject was established at the University of Minnesota in 1976 as a special two-year effort to improve the systems of faculty involvement in individualized education at the undergraduate level (part of the University Without Walls program). The project's main assumption was that faculty members' individualized work with undergraduates is an overload function, typically unrelated to his regular professional responsibilities, and that this causes problems for faculty members and students alike. The project's main outcomes took the form of publications, which are listed in the final report. Throughout its research and information-sharing activities, the project discovered a theme: individualized work with students ranks exceedingly low among the priorities of the faculty and institution as a whole. It is concluded that in order for students and faculty to be well served, individualized education is best placed within regular faculty activity and departmental functions. Interdisciplinary and extra-departmental frameworks for such faculty involvements are unlikely to be productive. (Author/MSE)

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FACULTY DEVELOPMENT IN INDIVIDUALIZED EDUCATION PROJECT (1976—1978)

Final Report

Grant Number **USOE — G007603207**

U S DEPARTMENT OF HEALTH
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June 30, 1978

HE 010 053

Faculty Development In Individualized

Education Project

Executive Summary

The Faculty Development In Individualized Education Project (FDIEP) was established at the University of Minnesota in 1976 as a special two-year effort to improve the systems of faculty involvement in individualized (e.g. "contract learning" and other forms of instruction involving one-to-one associations between students and faculty members) education at the undergraduate level.

The project's main assumption was that faculty members' individualized work with undergraduates is an overload function, typically unrelated to the faculty's regular professional responsibilities, and that this causes problems for faculty members and students alike.

The project, established as a part of the University (of Minnesota) Without Walls program and consisting of a small staff* and broad-based advisory committee, began with the following main goals: 1) to explore the history of faculty involvement in the creation of individualized learning and teaching opportunities; 2) to examine present faculty involvement in and attitudes toward individualized work with undergraduates; 3) to develop and test instruments

* The first-year staff consisted of a full-time director, research assistant and secretary; the second year staff was a part-time director and part-time secretary.

for assessing student readiness for and faculty performance in individualized education; 4) to develop and formally propose legislation for the improvement of faculty involvement in individualized education; 5) to develop and test a framework for assessing the costs of individualized education; 6) and to carry out information - sharing and development activities with established academic units toward the goal of improving individualized education in those units.

Running through these goals was the project's assumption that individualized education must provide support for faculty members as well as students; it must be as much "faculty centered" as "student centered".

The project's main outcomes took the form of a variety of publications. Most noteworthy are the following:

- "Faculty Involvement in the Development of Individualized Learning Opportunities at the University of Minnesota 1966-1976" (mimeographed).
- "Directed Individualized Education: A conceptual Framework" (mimeographed).
- "The Case for and Faculty Views On Directed Individualized Studies"; Faculty (Development In Individualized Education Project publication series); No. 1; University of Minnesota; July 1977.
- "Developing And Managing Individualized Studies Programs: Some Guidelines"; Faculty (Development In Individualized Education Project publication series);

No. 3; University of Minnesota; September 1977; (also published in Alternative Higher Education: The Journal of Non-Traditional Studies; Vol. 2, No. 4; Human Sciences Press; New York; 1978).

- "The Cost of Individualizing Teacher-Student Relationships"; Faculty (Development In Individualized Education Project publication series); No. 2; University of Minnesota; July 1977. (Also published under the title, "The Cost to Colleges of Individualizing Teacher-Student Relationships"; The Journal of Education Finance; Vol. 3; No. 3; Winter 1978).
- "Assessing Student Readiness for Individualized Education", Faculty (Development In Individualized Education Project publication series); No. 4; University of Minnesota; November 1977.
- "Individualized Studies: Some Policy Recommendations" (mimeographed).
- "The Student Readiness for Individualized Learning Inventory"; Faculty (Development In Individualized Education Project publication series); No. 6; University of Minnesota; February 1978.

Throughout its research and information-sharing activities the project discovered a repeated theme: faculty work on an individualized basis with students ranks exceedingly low in the hierarchies of priorities of the faculty and institution at large. A major

outcome is the conclusion that, in order for faculty members and students to be well served in individualized education settings, such work is best placed within the patterns of regular faculty activity and regular departmental (and disciplinary) functioning. Interdisciplinary and extra-departmental frameworks for such faculty involvements are unlikely to be productive.

The long-term consequences of the project are uncertain. The project's findings will probably be of greatest use to programs - such as the University (of Minnesota's) Without Walls program - which face the challenge of incorporating their individualized education efforts as a regular feature of postsecondary education activity.

Faculty Development In Individualized Education Project

Advisory Committee

Dean Richard P. Bailey - Dean, General College

Professor Gordon R. Bopp - Dean, Academic Administration - Morris

Professor Robert C. Bright - Bell Museum of Natural History

Professor Mary E. Corcoran - Social, Psych. & Phil. Fdns. of Educ.

Dr. Marilou Eldred - Res. Specialist, UWW

Dr. Robert Falk - Head, Department of Psychology - Duluth

Dr. Robert Franz - Assistant Head, Dept. of Sociology/Anthro. - Duluth

Dean William E. Gardner - Chairperson - College of Education

Professor Shirley N. Garner - English

Professor William Hoffman - Continuing Education in Social Work

Professor Norman S. Kerr - Biol. Science Administration

Professor Lloyd H. Lofquist - Psychology

Ms. Catherine Marienau - Director, UWW

Dr. Donald A. Myrvik - Special Learning Opportunities

Professor Janet D. Spector - Anthropology

Professor Reynold Willie - Curriculum & Instruction

* Dean Frank J. Sorauf - CLA (Resigned March 31, 1978)

* Willard W. Hartup - Director, Institute of Child Development (Resigned Oct. 24, 1977)

Carol Slothower - Student Representative

* Scott M. Weber - Student Representative (Resigned May 19, 1977)

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* Resigned.

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Preface

In most cases it is probably true that the length of reports on education research and development is inversely related to the extent that such reports are read. As a related matter, the extent to which the findings and recommendations contained in such reports are applied to actual educational practice seems to have most to do with situational elements specific to the individual educational institution in which the research and development efforts are attempted; factual accuracy in reporting, theoretical soundness, and the like do not guarantee an impact on the ways teachers teach or students learn.

"Evaluators complain about many things, but the most common complaint is that their findings are ignored." "Institutions often do not change their activities in response to evaluation."* While additional data and theoretical frameworks in education remain desireable outcomes, the main challenge facing educators today is how to apply what we already know. The present report is designed to provide information and guidelines for action. The report therefore is aimed at persons who are already to some extent committed to the idea of individualizing the undergraduate teaching-learning experience and who are (or may be in the future) in a position to take such action.

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* C. Weiss, "Utilization of Evaluation: Toward Comparative Study", Evaluating Action Programs, Allyn and Bacon, Inc., Boston, 1972, p. 318.

This final report of the Faculty Development In Individualized Education Project (FDIEP) is organized in terms of the following for each program objective: 1) original project objective and rationales; 2) project activities and products (results/outcomes) relative to each objective; 3) evaluative commentary; and 4) recommendations to others who may be considering similar efforts at their institutions. The emphasis is on the recommendations sections. The reader who is interested may refer to the report's Appendix which contains complete copies of previously issued project reports.* The main body of the report has been kept relatively brief in the hope that the reader's interest is maintained and useful information is provided, without extraneous theorizing or use of jargon.

Whatever the achievements or shortcoming of the Faculty Development In Individualized Education Project, during the project's two-year period I have become increasingly convinced of the tremendous need for individualizing education for faculty and students alike at the undergraduate level. The need appears even greater now than it seemed two years ago. Persons or groups seeking to develop more individualized approaches to undergraduate teaching and learning may find themselves going very much against contrary contemporary trends. All the more reason to make the attempt; all the more special and important is each effort.

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* Some copies of this report contain an Appendix list only. Copies can be attained by writing University Without Walls, 201 Wesbrook, University of Minnesota, Minneapolis, Minnesota 55455.

I am grateful to the Fund for the Improvement of Postsecondary Education for its support of the past two years. The FDIEP staff, Joan Kelly (Sr. Secretary), Pam Jensen (Clerk-Typist), and Howard Peterson (Research Associate), all deserve special mention, along with the faculty members and students of the FDIEP Advisory Committee.

Jeffrey N. Johnson
Director

Faculty Development In Individualized
Education Project

Final Report

Project Origins and General Purposes -

The University of Minnesota, like many other colleges and universities, has historically provided a variety of mechanisms for undergraduate students who want to work on special study projects of their own choosing with the help of individual faculty members. Such study projects may be in the form of library or laboratory-based work, study in the field, service-learning internships, study-travel, or combinations of these approaches. These projects, done for academic credit but outside of regular course requirements, involve a one-to-one working relationship between the student and faculty member. Various terms (contract learning, directed study, directed research, etc.) are used to define such work. Directed Individualized Studies (d.i.s.) is used in the present report as a label for such teacher-student relationships.

The University (of Minnesota) Without Walls program, established in 1971 as a special baccalaureate degree option for students not ordinarily served by regular degree programs, places particular emphasis on the d.i.s. approach. While UWW itself has proven successful* the program soon discovered a number of problems regarding faculty involvement in students' d.i.s. activities. More precisely, the problem was that there existed few workable and commonly recognized

* The UWW program at the University of Minnesota has recently received approval to continue operations for another three years at minimum.

ways of coordinating such faculty involvement. Students were advised to "knock on doors" to find a faculty member who was able and willing to assist. Few academic departments had policies or procedures regarding faculty d.i.s. work (even though all-University Senate legislation called for such policies). In these and other respects the University's d.i.s. system was unsystematic. This was particularly true from the faculty members' point of view. While general advisory and advocacy services were available to students who wanted to do d.i.s. work, the individual faculty member was left pretty much on his or her own. Being on one's own in this context meant overload work.

With the support of the Fund for the Improvement of Postsecondary Education the UWW program established the Faculty Development In Individualized Education Project (FDIEP). Intended as a two-year effort, FDIEP proposed to carry out research and development on d.i.s. mainly from the faculty member's point of view. The project had the following questions as beginning focal points:

- How many and what kinds of faculty members were involved in the initial development of d.i.s. opportunities at the University of Minnesota? What were their motives?
- What are the current levels and patterns of faculty involvement in d.i.s. at the University? Can better instruments and procedures be developed for maintaining records of such involvement?
- How do involved and non-involved (in d.i.s.) faculty members compare on such variables of appointment level, age, sex, discipline, etc.?

- How do faculty members assess the d.i.s. students with whom they work?
- How do involved faculty feel about their d.i.s. work?
- Which academic departments have policies and procedures for regulating faculty involvement in d.i.s.? To what extent are policies implemented? What alternatives would the faculty prefer?
- How much does it cost to create and operate d.i.s. programs?
- Can better instruments and procedures for regulating faculty involvement - including student/faculty contract formats, ways of getting good student/faculty "matches", etc. - in d.i.s. be developed?
- What instruments and procedures can be developed to evaluate the quality of faculty work with d.i.s. students?
- How can answers to these questions be implemented as institutional practice?

To answer these questions a small project staff was established consisting of three persons: director, research associate, and secretary. These persons served full time during the project's first year. During the second year the staff consisted only of the director and secretary (both on a part-time basis). A broad-based Advisory Committee was also established.

The following section lists each FDIEP objective and examines

respective rationales, activities and results, evaluative commentary and recommendations.

The Project -

I. Faculty Involvement In Original Development of D.I.S. Opportunities:

A. Objectives and Rationales: To examine the number and types of faculty members involved in the initial development of d.i.s. opportunities at the University of Minnesota. The FDIEP staff assumed that a relatively small and not necessarily representative group of faculty members were originally involved and this would in part explain some of the present problems regarding faculty involvement in d.i.s. at the University.

B. Activities and Products: A total of thirty-one in-depth interviews were held over a period of two months with faculty members who were identified (by the FDIEP staff and by having these faculty members give the names of other faculty members who were so involved) during the period 1966 to 1976. The results of these interviews were reported in the FDIEP publication, "Faculty Involvement in the Development of Individualized Learning Opportunities at the University of Minnesota 1966 - 1976". (Appendix "A"). The following were major findings: a) most of these faculty members' involvements in d.i.s. development occurred outside of the normal departmental and disciplinary contexts; b) the types of faculty were mixed in

terms of age, sex, discipline, etc.; and c) these faculty members helped create d.i.s. opportunities, but few continued their involvement over extended periods.

C. Evaluation: It was found that most of the information gained through these interviews could have been more easily attained by reviewing various documents and reports which had been developed during the period (1966-76). In-person interviews proved very time-consuming and asking faculty members to reflect on their experiences of as much as ten years ago was a questionable approach. This effort of historical review did, however, provide an early clue to what the FDIEP staff would repeatedly discover during the project: faculty involvement which takes place outside of the faculty's regular departmental/disciplinary associations is likely to be short-lived and have little impact on either the faculty members' own professional careers or the views and activities of their colleagues.

D. Recommendations: Institutions seeking to enhance their d.i.s.-type opportunities should review the origins of existing opportunities on their respective campuses, particularly in terms of whether faculty's involvements were mainly or exclusively extra-departmental/disciplinary in nature (which would be a negative factor). In-depth interviewing of faculty members who were involved in the original development of d.i.s. opportunities is not, however, an efficient research method. It is probably adequate to review pertinent histor-

ical documents and carry out only a few interviews of this type.

II. A Conceptual Framework For Directed Individualized Studies:

A. Objectives and Rationales: To develop a conceptual framework for d.i.s. that would guide FDIEP in its research and development efforts and provide others with an understanding of the problems being addressed, theoretical assumptions, the vocabulary to be used, and other features of FDIEP. While many of these elements were treated in the original FDIEP proposal which was approved by FIPSE, a number of FDIEP Advisory Committee members asked that the project's conceptual framework be clarified.

B. Activities and Products: The FDIEP staff prepared a document, "Directed Individualized Education: A Conceptual Framework" (Appendix "B"). This paper included sections on: "Individualized Education Defined"; "The Case for Directed Individualized Education"; "The Nature and Extent of the Problem"; and "A Conceptual Framework for Evaluation and Development In Directed Individualized Education". In addition, the FDIEP staff met individually with each member of the Advisory Committee to discuss the project and each Advisory Committee member originally received a memo outlining the purposes and functions of the Committee. (Appendix "C")

C. Evaluation: While every research and development project needs a conceptual framework to guide its efforts and communicate to interested others what the project entails,

and the above-named paper in part provided such a framework, the paper wasn't responsive to a more pressing need: to explain what FDIEP's actual intentions and needs would be relative to individual faculty members' respective academic departments e.g. what FDIEP would actually be requiring of faculty members (particularly those on the Advisory Committee). Neither did the individual meetings with Committee members meet this need. While specific project needs and intentions on a practical level were fairly difficult to establish in the early stages, the fact is that FDIEP began and continued as something of an enigma.

D. Recommendations: Be as specific and tangible as possible about what your project will mean in terms of the involvements of individual faculty members. If at all possible, get faculty members involved very early in a tangible task in your project (in a way which relates to their regular academic department). This is particularly important in development areas such as d.i.s. which are rather peripheral to the faculty's more regular activities and concerns. A conceptual framework is necessary but when persons outside of the project staff request such a framework chances are that they are really asking about what the project means for them in particular. Involve them. An highly technical sophisticated conceptual framework is mainly of use internally for your project. Development

efforts initiated by your project may be guided by your conceptual framework, but such a framework probably won't be of much interest or use for persons outside of the project's immediate staff. Use your framework to clarify your own thinking, not as a device for practical action.

III. Levels and Patterns of Faculty Work In D.I.S. Settings:

A. Objectives and Rationales: To determine current levels and patterns of faculty involvement in d.i.s. at the University of Minnesota. Also to seek better ways of maintaining such information on an ongoing basis. While earlier studies had been done by others, these were relatively outdated and typically limited to single colleges. The need was for an updated picture.

B. Activities and Products: A thirty-four item questionnaire was sent to 1,870 faculty members who were identified as having some degree of responsibility for undergraduate instruction. 1095 questionnaires (58 percent) were returned. The resulting data served in whole or in part as the bases for a number of FDIEP publications: "University Faculty and Individualized Education" (an overall data summary; mimeo; 4/27/77); "The Case for and Faculty Views On Directed Individualized Studies" (Appendix "D"); "Developing And Managing Individualized Studies Programs: Some Guidelines" (Appendix "E"; also published in Alternative Higher Education: The Journal of Non-Traditional Studies: in press); "University of Minnesota Faculty Views On Indi-

vidualized Education: How the Three Campuses Compare" (Appendix "F"); and "Individualized Education for Undergraduates" (Appendix "G"; published in the Minnesota Daily, Nov. 18, 1977). The main finding was that, of all forms of instruction, d.i.s. is least frequently cited by faculty as the mode they most prefer. Other significant results were: faculty acknowledge that d.i.s is overload work; research and publications count most in promotion and tenure considerations; most faculty judge students' d.i.s. work to be of good or superior quality; few departments have mechanisms for regulating or evaluating faculty's d.i.s. work; and most faculty members indicated that they alone should be responsible for regulating their d.i.s. involvements.

C. Evaluation: Clearly this was a highly productive effort in terms of providing basic information about faculty's involvements in and attitudes about d.i.s. Questionnaires are of particular usefulness when large numbers of faculty members need to be surveyed. While the resulting data were attitudinal - and thus should be viewed as general indicators rather than empirical fact - the data did provide FDIEP with information and ideas to share with the broader postsecondary community. The questionnaire did not, however, provide clear-cut solutions or practical courses of action for FDIEP in dealing with d.i.s. problems. Neither did a standardized instrument or approach for ongoing updating of such data result.

The FDIEP discovered little interest among faculty or their departments in having such an instrument. Periodic studies on d.i.s. appear best carried out in the future by the academic departments themselves according to their immediate interests and needs. Such units at the University of Minnesota as the Office for Special Learning Opportunities and University Measurement Services can offer assistance.

D. Recommendations: In developing d.i.s. programs (particularly at large colleges and universities) a questionnaire survey of the faculty is a good way to start. The resulting data should not be expected to "speak for themselves", however. The "logical" implications of certain questionnaire findings will not lead to programmatic change in any automatic way. Be sure your development program has adequate (personnel and other) resources to mount an action program based on your research results.

IV. The Cost of D.I.S. Programs:

A. Objectives and Rationales: To develop and test ways of determining the cost of d.i.s. programs. One-to-one working relationships between students and faculty members seem an extremely cost-inefficient instructional approach given the fiscal problems facing most postsecondary institutions. While qualitative as well as quantitative elements must be included in education cost analysis, the bottom line must contain a dollar figure. Even if

a given academic unit should decide to absorb additional costs in order to start and continue a d.i.s. program, that unit still needs a way of determining just how much more such a program will cost. The need for d.i.s. a cost-analysis framework appears especially acute from the individual academic department's point of view.

B. Activities and Products: The FDIEP staff reviewed the research literature on education cost analysis but found little of use regarding the cost of d.i.s. type activity. The University of Minnesota's offices of management services offered suggestions but had little experience in d.i.s. cost-analysis. This area of development proved to be pretty much untouched by other investigators and the FDIEP staff was left much on its own. After a number of drafts and re-drafts, FDIEP prepared a paper; "The Cost of Individualizing Teacher-Student Relationships." This paper was accepted for presentation at the Fall 1977 Meeting of the Association for Institutional Research in the Upper Midwest, Cedar Falls, Iowa*. A slightly revised version of the paper, retitled, "The Cost To Colleges of Individualizing Teacher-Student Relationships" (Appendix "H") was published in The Journal of Education Finance (Vol. 3, Winter 1978, Number 3; Appendix "H").

* This meeting coincided with the Fall meeting of FIPSE project directors and I was not able to attend. [JNJ]

C. Evaluation: FDIEP's efforts to develop d.i.s. cost-analysis frameworks were met with considerable interest throughout the postsecondary community. In part this probably reflects an increased concern about the cost of education in general. In any case, the publication alluded to above has been quite widely circulated. It is FDIEP's view that its d.i.s. cost-analysis framework correctly uses the individual academic department as the unit of analysis (rather than an entire college or university) and that the framework adequately treats the qualitative aspects of such analysis. Whether the other elements of the framework prove to be of interest and practical use remains open to question but preliminary indications are that it is not likely to be widely applied. FDIEP was unable to test the framework in an actual department setting. The little feedback on the framework thus far received (from persons involved in individualized study programs elsewhere) indicates that the framework doesn't take into account the idiosyncracies of their respective situations. At the same time, few other activities in FDIEP generated such widespread interest and indicates the need for additional work in this area.

D. Recommendations: If you are trying to develop a way of analyzing the costs of d.i.s. activities at your specific institution, do it in an applied setting.

Find the administrator (typically the department or division chairperson) and faculty members to be involved, and work with them, not for them. Keep your model very simple. Most important, if you are trying to develop a d.i.s. program, don't avoid the cost issue. "How much does it cost?" is the first question many faculty members and administrators want answered.

V. Assessing Students' Readiness for D.I.S.:

A. Objectives and Rationales: To develop and test better ways of determining a student's readiness to pursue a d.i.s. project. A considerable number of faculty members expressed a desire for FDIEP to pursue this objective. It was assumed that FDIEP could design a simple instrument that could be used both by students and faculty members.

B. Activities and Products: In FDIEP's first year, an instrument - The Student Preparedness for Individualized Learning Inventory - was prepared which consisted of twelve questions that a student and faculty member should consider before they move ahead on a d.i.s project. The instrument was pretested with thirty-five pairs of students and faculty members who were in the early stages of negotiating a d.i.s. project relationship*. The results of the pretest, reported in the FDIEP publication, "Assessing Student Readiness for Individualized Education"

* The student-faculty pairs came from the UWW program and the Office for Special Learning Opportunities in the College of Liberal Arts.

(Appendix "I"), were disappointing in number and type. Few of the pairs used the instrument (although the students had agreed to use it and to attempt to get their project sponsors to also use it).

C. Evaluation: From the little feedback available, the following seem to explain the poor results: a) students and faculty members resented the use of a purely quantitative instrument in a d.i.s. setting; to them it was counter to the "spirit" of d.i.s. and "an unnecessary layer of red tape"; b) the instrument was too lengthy (from the students' and faculty members' points of view); and c) the instrument was introduced to the faculty members through the students, but it was the faculty who had expressed the need for the instrument. FDIEP should have gone directly to the faculty. Each of these explanations are related to the more general difficulty of applying what we know to actual educational practice. We have a wealth of information on how to determine whether a student is ready for d.i.s. work (or for other approaches to learning). Regarding this nonapplication of our knowledge about contract learning, Arthur Chickering has called "utopian" the hope that it would be otherwise*.

D. Modifications: Given the results reported above, an entirely new instrument for assessing student readiness for d.i.s. was devised. This instrument - "The Stud-

* A. Chickering, "The Double Bind of Field Dependence/Independence in Program Alternatives for Educational Development", Individuality In Learning, Jossey-Bass, 1976.

ent Readiness for Individualized Learning Inventory" (Appendix "J") - is in the form of an eight-item checklist. The Inventory was sent to sixty directors of undergraduate programs throughout the University. A postcard was attached to each Inventory. On the postcard each director was asked a number of questions about the Inventory itself and how they might make use of it. Of sixty postcards sent only a very few were returned.

E. Final Evaluation: Same.

F. Recommendations: As previously indicated, we know much about students- learning styles, processes of intellectual development, and the kinds of student/teacher matches that are likely to be productive and satisfying. We know much more than we apply in actual settings of teaching and learning. Regarding students' readiness for d.i.s., a student's written study project proposal (and all d.i.s. students should be required to write one)* is the best indicator of the extent to which the student is adequately prepared. Spending additional time and energies on the development of other instruments for assessing student readiness, while of interest to educational researchers, is not likely to be of much use to educational practioners. Advocates of d.i.s. can put their time and energy to better use by establishing good advising systems for having students prepare good project proposals. Anything more is likely to be

* Project proposals should cover: project goals and objectives; study methods; resources; study schedule; form(s) of results; criteria for evaluation; the nature of faculty assistance needed; and the student's reasons for undertaking the project.

met by indifference or negative reactions on the part of students and faculty alike. At the same time, faculty members do need support from their respective academic departments when making their judgements about whether or not to work with any given prospective d.i.s. student who is seeking assistance. The department should supply faculty members with suitable policies and procedures for making such judgements. The items included in the Student Readiness for Individualized Learning Inventory may be of use to departments in this regard. Again, development in this realm should take place in applied settings with (not for) departmental faculty members.

VI. Assessing the Quality of Faculty Work In D.I.S. Settings:

A. Objectives and Rationales: To develop and test ways of assessing the quality of faculty work with students in d.i.s. Outside of a few earlier studies (consisting of opinion surveys) there existed few empirical data on how faculty actually perform in d.i.s. settings. Evaluation of faculty d.i.s. work would be of interest to students who are seeking help and to the faculty for their own formative purposes of improving their instructional methods. In addition, the quality of faculty d.i.s. work thus would be subject to policies of evaluation which apply to other forms of instruction.*

* All-University policies require periodic evaluation of courses. Departments are assisted in this effort by the University Measurement Services office.

It was hoped that such evaluation would help bring d.i.s. instruction more into the mainstream of undergraduate instruction at the University.

B. Activities and Products: Accompanying the first version of the Student Preparedness for Individualized Learning Inventory mentioned earlier, was an instrument intended to be used in assessing faculty d.i.s. work. The same thirty-five pairs of students and faculty members were asked to use this instrument to assess the faculty member's performance. The students and faculty members were told to evaluate the instrument itself; the resulting data were to be used for further development of the instrument, not for actual evaluation of faculty members. As with the Student Preparedness for Individualized Learning Inventory, the results of efforts to develop an instrument for assessing faculty d.i.s. work were disappointing. Few of the student/faculty pairs responded and those that did gave negative opinions. The results of these efforts were reported in, "Assessing Student Readiness and Faculty Performance Pretest: A Report On the Pretest of SPILI and OSFIE" (Appendix "K").

C. Evaluation: While the methodological problems which applied to the Student Readiness Inventory also applied to the effort to assess faculty performance, the latter faced special difficulties which run throughout undergraduate instruction in general and d.i.s. in particular.

If instruction ranks relatively low in the institutional hierarchy of values and operations, evaluation of instruction will be difficult. If a particular form of instruction, such as d.i.s., is overload work for the faculty, efforts to evaluate such work will be met with major obstacles. This certainly was the case in this effort. Faculty are naturally (and often justifiably) wary of standardized instruments intended to evaluate the complexities of teaching. When such instruments rely on student opinions of faculty performance faculty members may become doubly wary (of "popularity contests").

D. Modifications: Given the above, FDIEP pursued a different approach to assessing faculty performance in d.i.s. It was assumed that if any assessment of this sort was to take place in the future it ought to be carried out within the context of existing programs of faculty assessment. The University Measurement Services office and the Office for Special Learning Opportunities - these offices are respectively involved in course evaluation and d.i.s. activities - were contacted and provided with suggestions about how they might wish to proceed after FDIEP's discontinuation.

E. Final Evaluation: Same

F. Recommendations: If assessment of faculty performance is to be pursued as an objective it will stand the greatest chance of success if: a) it is done in (and with) an academic unit already committed to d.i.s. and b) it emphasizes the formative uses of resulting data by the indiv-

idual faculty member for improvement of his or her d.i.s. instructional activity. Only if d.i.s. instruction is highly valued in the department should attempts be made to link assessment results with promotion and temure considerations.

VII. Workshops On Individualized Education:

A. Objective and Rationale: To meet with interested faculty groups in their respective department settings to share FDIEP findings and create opportunities for FDIEP to work more extensively with departments wanting to pursue D.I.S. issues in greater depth. It was hoped that such workshops would allow FDIEP to engage in more empirically based activities with the faculty.

B. Activities and Products: A single page flyer (Appendix "L") advertising FDIEP workshops was distributed to directors of undergraduate programs (60 persons), Advisory Committee members, and selected others, in September 1977. An announcement was also made in BRIEF, the University's weekly newsletter. These workshop announcements, which stated that "...workshops can be tailored to the special needs of your group (faculty committees, conferences, regular department meetings, etc.) and can be fitted to any time period..) yielded only a slight response. Approximately twenty faculty members requested copies of FDIEP publications. One day-long workshop was held with the Fine Arts faculty on the Duluth campus in October 1977. This session was attended by over

fifty faculty members. Another workshop was planned for the faculty at the University's Morris campus in early April 1978, but was not held due to staff illness. Other than these, FDIEP received no requests to conduct workshops on individualized education.

C. Evaluation: As suggested elsewhere in this report, FDIEP should have established working relationships with faculty members (in their respective departmental settings) early during the project's first year. This would have allowed workshop-like activities to be carried out throughout the two-year project period. The adopted approach of information-sharing during the second year didn't work well in part because of the lack of established cooperative working relationships with the faculty at the end of the first year. The effect of reducing the project staff to a single part-time individual to bear the responsibility of designing and carrying out workshops, along with the other activities of project administration, was another unforseen difficulty. It also remains true that individualized education itself is not a highly popular issue relative to other pressing matters of concern for the faculty.

D. Recommendations: If conducting workshops on individualized (or other forms of) education, the emphasis should be on work; e.g. sessions should be designed around the expressed needs of the faculty in their respective departments. Workshops are best conducted within departments that your

project has already been working with over some period of time. That is, workshops intended as general introductions to the issues of individualized education are not likely to be of widespread interest. Even if interest is forthcoming, such sessions would probably be of an "inch-deep and mile-wide" variety with little follow-up or practical impact. Much better to begin your project with a small number of faculty members and departments and allow the need for workshops to become evident over time through these working relationships.

VIII. All-Instituion policies On D.I.S.:

A. Objectives and Rationales: To establish as institutional practice better ways of providing and coordinating d.i.s. activity at the University of Minnesota. This general objective reflected FDIEP's hope to have a practical impact.

B. Activities and Products: The activities and results of FDIEP's efforts to have practical impact at the University of Minnesota are treated in various sections of this report. One special FDIEP effort toward attaining institutionalization of its findings is, "Individualized Studies: Some Policy Recommendations" (Appendix "M"), which has been submitted to the University's Senate Committee on Educational Policy. This document was prepared by FDIEP through extensive consultation with its Advisory Committee and other faculty members.

C. Evaluation: As with most policy legislation, FDIEP's attempts to provide d.i.s. policy recommendations were

necessary but insufficient; one can not legislate change unless legislation is accompanied by systems of tangible support for those affected. This requires the availability of resources of an ongoing basis.

D. Recommendations: All-institution policies on d.i.s. are essential. But, as with the results of evaluation in general, such legislation will not automatically lead to changes in institutional practice. If you are developing d.i.s. legislation on an all-institution level, be sure you can offer practical support for implimentation of these policies on the departmental level. Such projects as FDIEP should probably restrict their activities to providing a data base that regular faculty members can use to develop their own policies for their own units.

IX. The FDIEP Advisory Committee:

A. Objectives and Rationales: To form a "Commission" on faculty development in individualized education to serve as links to academic departments plus offer criticism and guidance to the project staff. It was hoped that the composition of this group - which included a number of college deans and department chairpersons - would provide access to decision makers and educational leaders for change. The commission also was intended to "...ensure that real evaluation of the project's successes and shortcomings takes place."

B. Activities and Products: In consultation with the

University Without Walls and University College*, a group of 18 faculty members and two students were appointed to serve on a FDIEP "Advisory Committee". Of this group, one faculty member later declined to serve and three faculty members were later added. Each prospective Committee member initially received a letter of invitation (Appendix "N") to serve. Each Committee member was then contacted individually either in person or via phone and a more complete information packet (Appendix "O") on the project and Committee functions was sent. Appointment of members was completed during the autumn months of 1976. The first Committee meeting was held January 24. Ten faculty members and the two students attended the meeting. A copy of the meeting minutes is provided in the Appendix ("P"). Following the first meeting FDIEP sent a memo (Appendix "Q") to the members responding to their criticisms and suggestions. As a further follow up, the project staff held individual meetings with nearly all Committee members. A second meeting of the Committee was held May 27, 1977 (minutes Appendix "R"). A third meeting was held November 7, 1978 (minutes, Appendix "S").

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* UWW is located in the University College.

C. Evaluation: It was a miscalculation to establish an "Advisory Committee" rather than a "Commission". The original intent was to establish a body having a clear mission and institutional authorization relative to the improvement of d.i.s. at the University of Minnesota. This body was to serve in advocacy, guidance, and evaluative capacities for the project. These roles and functions were probably too mixed and in certain instances mutually exclusive. Furthermore, as an Advisory Committee, the body was left to function mostly in a reactive way to FDIEP initiatives, rather than proactively which the members' said was their preference. FDIEP's anxiousness to get the project underway and its consequent need to identify persons who would provide guidance and support is a partial explanation of this miscalculation. FDIEP's association with UWW and University College - preliminary reports had called for the dissolution of both units - probably clouded the issues. As previously mentioned, the lack of early involvement of Committee members on a practical level was an added difficulty. Most important, was that FDIEP was dealing with issues that lacked clear tangible solutions and FDIEP sought assistance from faculty members outside of their respective realms of regular professional activity and responsibility.

Furthermore, and as a partial consequence, FDIEP afforded the Advisory Committee little sense of group identity and mission, and (strictly academic concerns aside) little opportunity to simply enjoy the FDIEP experience.

D. Recommendations: If your project needs support, guidance and advocacy, establish a small cadre of faculty members and students who are sympathetic to your aims and who have time to work with you. Give this group real work to do rather than simply responding to your initiatives. If your project needs external evaluation, set up an evaluation task force (separate from your support group).

Some General Reflections

The Faculty Development In Individualized Education Project discovered that, in order to be successful, its efforts would have been better carried out (from the outset) within the regular established departments of the academic community. While the original FDIEP proposal called for such an approach, it proposed for it to take place in the second year after FDIEP had completed its information-gathering activities of the first year. This was a mistake. In its second year FDIEP found itself without established involvement with the academic units that it had hoped to serve. The FDIEP academic staff was also unexpectedly reduced to a single person on less than a full-time basis. Adding the factors related to the form and function of the Advisory Committee, the external (and initially negative) evaluations of UWW and the University College of which FDIEP was a part, and the difficulties of improving undergraduate education in general and individualized education in particular in a large university setting, it becomes apparent that FDIEP's chances for positive practical impact were minimal.

Small time-limited projects such as FDIEP can contribute to the individualization of education by providing information and some alternative models to follow, but the developmental work itself can only be done by faculty members themselves. Indeed, it is not going too far to say that the faculty must be directly involved in the information-gathering and model-building activities from the start and such involvements should be within the faculty members' respective departments.

FDIEP also discovered that enhancing a certain type of instruction such as individualized education is not a simple matter of providing new instructional incentives and rewards for the faculty. However much faculty members say (and they do say) that the teaching of undergraduates ought to be more highly valued, other factors complicate the picture. The intangibles inherent in instruction, other legitimate institutional priorities (such as research and service functions), the organization of the disciplines and the trans-institutional associations of faculty members within the disciplines, the interests and abilities of undergraduate students themselves, financial exigencies that breeds skepticism toward educational innovation, these are just a few of the factors involved which make instructional improvement difficult.

Where does this leave us regarding individualized education at the undergraduate level in a large university setting? FDIEP has gathered much information but few answers. The era of "add on" is over; we can not look for new programs to provide answers when additional resources to support these programs are unavailable. If answers are to be found at all they will be supplied by regular faculty members in the existing academic community.

It would be good to leave on a positive note such as, "For all of this, there is cause for optimism...etc." On a technical level such a conclusion is hard to align with some of the findings included in this report. Yet, it is nonetheless in this spirit of confidence for the future of individualized education that FDIEP concludes its efforts.

APPENDIX

APPENDIX "A"

Faculty Involvement in the Development of Individualized Learning Opportunities at the University of Minnesota 1966-1976

by

Jeffrey M. Johnson and Howard L. Peterson

October, 1976

University Without Walls
Faculty Development in
Individualized Education
University of Minnesota
Minneapolis, Minnesota

Faculty Involvement
In the Development of Individualized Learning Opportunity
at The University of Minnesota 1966-1976

Introduction

The current mood at the University of Minnesota, as elsewhere, is one of pause and uncertainty. The heydays of the late sixties and early seventies have given way to concerns about declining SAT scores, declining future enrollments, and job scarcity for students and faculty alike. Whether this mood is a lull before the storm - how few predicted what would be born out of the quietude of the 1950's - or simply a lull before the lull, the beginning of a lengthy period of stagnation, it is difficult to say. The current period, in any case, provides an opportunity to reflect and plan without so many of the pushes and tugs of the moment and tho hopefully gain a clearer, if less impassioned, perspective on certain key elements in our recent campus history.

The late 60's and early 70's was a period of unprecedented rapid growth in both the type and absolute number of opportunities for individualized education at the University of Minnesota. These forms of education were individualized in the sense that students became more able to receive academic credit for learning activity not covered in the regular curricula and learning activity could be tailored according to the special study objectives of the individual learner. Study methods, resources, timetables, and even criteria for assessing results could be individualized for any given student. No longer were students bound exclusively to the fixed curriculum, the classroom, or the lecture. Increasingly, even the campus itself was abandonned and learning

occurred off-campus - "in the community." It was a time of program development: the "Office of Special Learning Opportunities," the "Living Learning Center", the "Experimental College", the "University Without Walls" ... their very names indicated their purposes of freeing the student from traditional and standardized forms while providing alternatives for a more "relevant" education.

Purpose of the Study -

As part of a grant award made by the Fund for the Improvement of Post-secondary Education, a study was undertaken to assess the part played by faculty in the development of individualized learning opportunities at the University of Minnesota. It had been hypothesized that, in addition to pressure from students and the presence of generally receptive central administrators, only a relatively small number of faculty were involved in helping to develop individualized learning opportunities at the University, and this lack of broad-based faculty support could in great measure account for certain difficulties in gaining faculty involvement at present. At the very least, an historical understanding of such faculty involvement (or lack thereof) would provide a fuller context for making informed judgements about the future of individualized learning at the University.*

Individualized education had come to be defined by one study commission as that form of education that "...puts the student first and the institution second, concentrates more on the former's needs than the latter's convenience..." The present study was undertaken in part to question whether the needs and

*This historical analysis represents only one phase in the two-year project. Contemporary behaviors and attitudes of faculty in regards to individualized study are treated elsewhere along with models for enhancing such faculty activity in the future.

interests, the "convenience" of the faculty and institution were essentially bypassed in the development of individualized learning opportunities at the University of Minnesota.

Study Procedures -

A total of thirty-one interviews were held over a period of two months with faculty who were identified to have been involved in developing individualized education opportunities at the University. Such identification was made according to the investigators' personal knowledge of certain faculty who were so involved or documentary evidence of the involvement of certain faculty. In addition, each faculty member who was interviewed was asked to cite other faculty who had played prominent roles in developing individual learning opportunities during the period in question. Each faculty interview typically lasted between one to one and one-half hours. A prepared list of questions was presented verbally to each faculty member. The original list of questions was:*

- How did you come to be involved in individualized education?
- What has been the nature of this involvement here at Minnesota?
- At other schools also?
- Did you participate in any formal decision making in the development of individualized education programs at Minnesota? If so, at what level of University organization (central administration, college, department, program)?
- When did your involvement begin?

*The questions actually asked were altered as appropriate to each faculty member's past experience.

- Have you written any concept papers, proposals, etc. relating to the development of individualized learning opportunities at the U of M (or at any other colleges or universities)? May we obtain copies of these papers?

- What sorts of intrinsic and extrinsic rewards have you personally received from your involvement in individualized education?

- Did you ever experience any inter-role conflict as a result of being involved in individualized education at the University? If so, what was the nature of the conflict and how was it resolved?

- Regarding the individualized learning programs (policies, projects, etc.) which you helped to create, have things worked pretty much as you expected they would or are you disappointed with the results? If you have been disappointed with the results, to what do you attribute your dissatisfactions?

- Can you name other members of the faculty or administration whom we should talk with about their involvement in planning for individualized education at the University?

- Do you have any recommendations regarding faculty involvement in individualized education at the University? If you were to rank these recommendations in order of importance, which would you rank first?

- Who do you think should determine the extent to which a faculty member may work with students on an individualized basis? The faculty person alone? The department chairperson? A department committee?

- Is there a committee or advisory group in your department that you feel could most efficiently and appropriately deal with matters relating to individualized education?

A transcript of each interview was made, resulting in a total of 66 pages. In addition, a mass mailing was made to 140 deans, directors, and chairpersons on the University's five different campuses regarding written materials that their respective academic units might have pertaining to individualized forms of undergraduate education. Follow-up phone calls were made to non-responding units. A total of 33 units responded, of these 17 reported having policies on individualized education.

With some significant exceptions, the interviewed faculty were of senior rank and tenured. By and large these were not the "young turks" one might expect. Most were secure and assumedly had the respect of their colleagues. Twenty-seven were men and four were women. Fourteen held appointments as full-time deans or central administrators.* Six were chairpersons of their respective academic units. Only three were untenured at the time of their involvement in individualized education.

Some General Observations -

In carrying out interviews with faculty, a number of general impressions were made.

First, the interviewers were impressed with the relatively small number of faculty who could be classified as involved. The main qualification for listing a faculty member as "involved" was that they must have had some form of formal or tangible evidence of such involvement. The interviewed faculty had either been involved for ex officio reasons (their position as an academic administrator put them in an academic administrator put them in a

*Positions held during their primary involvement in individualized education.

decision-making role), they were voting members of key committees on individualized education, or they had written certain materials about individualized education at the University. That a faculty member was cited as being "generally supportive" of individualized education was insufficient to warrant an interview. Of a total university faculty numbering 3,676 persons, only 31 were interviewed. While some involved faculty certainly were missed by the interviewers, and time constraints on the interviewers required a narrower definition of "involved" than would have been desirable, there remained a remarkable consistency in how identified involved faculty identified each other; the researchers original list of faculty to be interviewed did not grow surprisingly in either number or direction.

Second, the interviewers were impressed by the general enthusiasm faculty brought to the discussions. With few exceptions, faculty seemed pleased to talk about their involvements, but for seemingly different reasons. For some, they seemed to revel in their remembrances of "those good times." It was an exciting time of relatively easy dollars, student activism, clearer social reform goals, and such involvements were somehow more legitimate. Others frequently commented, with some tone of appreciation, "I am glad someone is asking ..." These faculty apparently had some very personal commitment to individualized education and felt good that someone was interested and supportive.

Third, and related to the above, faculty repeatedly expressed their feeling that, while support of faculty involvement in individualized education is a real need, "Nobody really gives a damn." The interviewers often were left with the feeling that some of these faculty enjoyed their involvements, they cared about individualized education, but much of it seemed to them to be out of step with (particularly current) "institutional realities."

The tone often was one of fatalistic resignation. As one faculty member put it: "I am glad you're doing this project; nobody else cares much."

Some Theoretical Considerations -

In analyzing the transcripts and related materials, an attempt was made to use a grounded theory approach. It was clear to all that the interviewers thought individualized education was a good thing, and that they did have some notions about how postsecondary systems operate to either enhance or retard faculty involvement in individualized education. Rather than disguise these biases, the interviewers were candid about them in the hope that this would yield more open answers than if respondents were searching for the interviewers' "hidden agendas." While no grand theory was tested, a number of concepts were used for making sense out of the incoming data. These concepts (articulated in other project publications) are used here to analyze what otherwise would be a mere recounting of historical events.

A Brief Reflection on the Ten-year Period -

Before discussing the faculty interviews and related materials, it is useful to reconsider some of the features of the period 1966-76. It was a time of turmoil both on and off campus. Whether the activity on campus was reactive or proactive to events on the broad social scene is difficult to say. Most likely, events on and off campus were transactive with simple cause-effect relationships being an exception. In any case, the development of individualized learning opportunities at the University of Minnesota took place within a special social context having a number of salient features.

First, as mentioned above, it was a period of turmoil. Black rebellions occurred in many major cities. Students had been killed by national guardsmen on more than one campus. The Vietnam war went through all its phases. Martin Luther King was assassinated. Chicago was the scene of pitched battles at the 1968 Democratic convention. Haight-Asbury and the hippie movement flourished and declined. Campus bombings occurred. Agnew resigned. Nixon resigned. It was a busy period indeed.

Second, it was a period which focused on youth. The factors of youth alienation were popular topics for research. The post World War II babies had grown into the high schoolers and collegians of the 1960's and early 70's. Their sheer numbers commanded attention. College enrollments were booming.

Third, except for the latter years of the period, it was generally a time of economic abundance. In the consumer market and in the realm of government and private foundation spending, the dollars flowed.

Fourth, it was a period of marked changes over the time period in the aforementioned categories. The campus and the cities grew quiet. The war was over. The population bulge of youth was moving into the categories of adulthood. Economic good times turned into the worst recession since the great depression. The energy crisis and possible solutions became new favorites of researchers.

Parenthetically, it is worth mentioning that, contrary to what we might expect, the upheavals of change on and off campus did not lead to significant changes in either the composition or attitudinal characteristics of faculty in general in the U. S.* This gives rise to speculation that the

*See A. E. Bayer, "College Faculties, 'Le Plus Ca Change,'" Change, March, 1974.

development of individualized learning opportunities for undergraduates was perhaps more a response to pressures of the moment, the tenor of the times, than any lasting altered consciousness on the part of the faculty.

A Brief Chronology of Individualized Education Developments at the University of Minnesota

An excellent chronology of events pertaining to individualized education at the University of Minnesota has previously been written.* That report, however, focuses mostly on the sequence of events themselves and the names of faculty and students involved. The present report, therefore, will attempt to chronicle of events, with a special focus on patterns of faculty relationships. As it is, the chronology is lengthy.

In 1966 the so-called "Smith Document" was issued. Written by then Vice President for Academic Administration, Donald K. Smith, and officially entitled, "Developing Undergraduate Education at the University of Minnesota," it was a major call for expanded innovation and reform. It spoke of the "changing role of the University (and thus of the professor) in modern society", "changes in our social expectations", and it focuses on institutional changes required in order to render better service to the student. The document was issued through the all-University Council on Liberation Education, created in 1962 to oversee colleges' minimum standards for bachelor's degrees, and which was now taking a more activist posture.

*See Denny Schapiro's, "The Loophole Effect, A Short History of University College 1930-1972," University of Minnesota, Minneapolis, 1973. Much of the present paper's chronology is drawn from the Schapiro report.

When the 1967-68 academic year showed few major innovations* in response to the Smith Document, CLE went ahead and solicited proposals for a "community living learning center." While CLE apparently had no formal authority to approve proposals of any sort, it went ahead with its request. A faculty committee was formed to develop proposals. A proposal was ultimately approved by CLE and it asked central administration to find the new program funding an institutional home. The funding was forthcoming in 1969 and the home was University College - a college existing essentially on paper with no paid faculty of its own; all faculty were considered (in theory) to be faculty of University College, as one dean put, "whether they know it or not, whether they like it or not!" Also during 1969 a course was taught entitled, "Challenging University Structures." Six faculty members from different academic units taught the course. Two of these six would go on to head experimental programs lodged under the University College Umbrella. A third member would go on to become acting dean of UniversityCollege.

Also in 1969 CLE took the lead in developing a "Proposal to Encourage Individual Student Initiative in Planning Programs of Independent Study and to Broaden Opportunities Available for Such Study," a proposal derived from the earlier Smith document. Specifically, it was proposed that University College again be the administrative locale for such study and that UC be provided authority to grant academic credit (through UC itself) for such study. The Senate Committee on Educational Policy approved the CLE proposal.

From the aforementioned "Challenging University Structures" course came a number of proposals for what was termed "an experimental college," intended to be a degree-granting entity featuring close student/faculty

*One resulting innovation was an internal small grants program to support educational development.

relationships around such issues or themes as creative arts, educational reform, intentional societies, science and human values, the potential of man, etc. Again, CLE agreed to review the proposals and a review subcommittee was established.

In 1970 University College's mission was again expanded, again via a proposal made by CLE and forwarded to the Senate Committee on Educational Policy. A University College Governing Council composed of regular faculty was established. An interim director of U. C. experimental programs was appointed. The Governing Council approved a proposal for an experimental college.

In 1971 U. C. had appointed its first full-time acting dean. University Without Walls was added as a new U. C. experiment. Experimental College was given new approval for a trial period running to 1980. In 1972 a full-time dean of the College was appointed, the first in the college's history. University Without Walls was approved for a period running to 1978. A program called "Students' College" was added at the University's Duluth campus. In the period 1973-76 the following experiments were added: University Scholars Degree program, a Foreign Study Program; Learning Development Consultants Program, a Writing Center; A degree by Examinations' Program; a Laboratory for the Study of Teaching; and a project related to the Consortium for the Assessment of Experiential Learning. During the summer of 1976 an external 16-member faculty committee was asked to review U. C. operations. The committee's final recommendation was that the College should be phased out.

Elsewhere in the University there were developments pertaining to individualized study. Throughout the period the College of Liberal Arts Instruction Committee spent a good portion of its time on the topic of individualized forms of learning in the College. Committee reports and minutes of

meetings dealing with individualized education were dated as follows: February 8, 1968; May 28, 1969; June 5, 1969; Dec. 1, 1971; January 19, 1972; February 8, 1972; May 17, 1971; November 4, 1975; November 21, 1975; November 18, 1975; December 3, 1975; May 7, 1975. Results of these deliberations were forwarded to the CLA dean for action. An Office of Special Learning Opportunities to coordinate these forms of education was established in CLA in the summer of 1970. A Bachelor of Elected Studies degree program in CLA began in 1971. In 1973 the Senate Committee on Educational Policy updated its earlier endosement of directed studies with a new report consisting mainly of guidelines for regulating such study. The new guidelines were forwarded to all University academic units, assumedly to be implemented.

The sketchy nature of this chronology is intentional; the aim is not to focus too much on the programs of individualized education themselves. Instead the chronology is presented as a way of introducing a general background against which patterns of faculty involvement can be highlighted.

An Illustrative Map of Seven Involved Faculty -

Following is a map of seven faculty who were involved in the development of individualized education opportunities at the University. The left side vertical column shows the years of the time period (1966-76). Significant events, documents, and institutional structures (committees, etc.) are listed throughout the time period. The involvements of the faculty are plotted to show when they were involved and their patterns of association.

It needs to be stressed that the faculty persons who are plotted on the map are actual perons and the map is a true picture of their associations. These faculty are of course only a few of those who have been involved, and

numerous other papers, committees, programs, and events could have been listed, but the map portrays a number of phenomena which can be generalized to a large number of those who were interviewed.

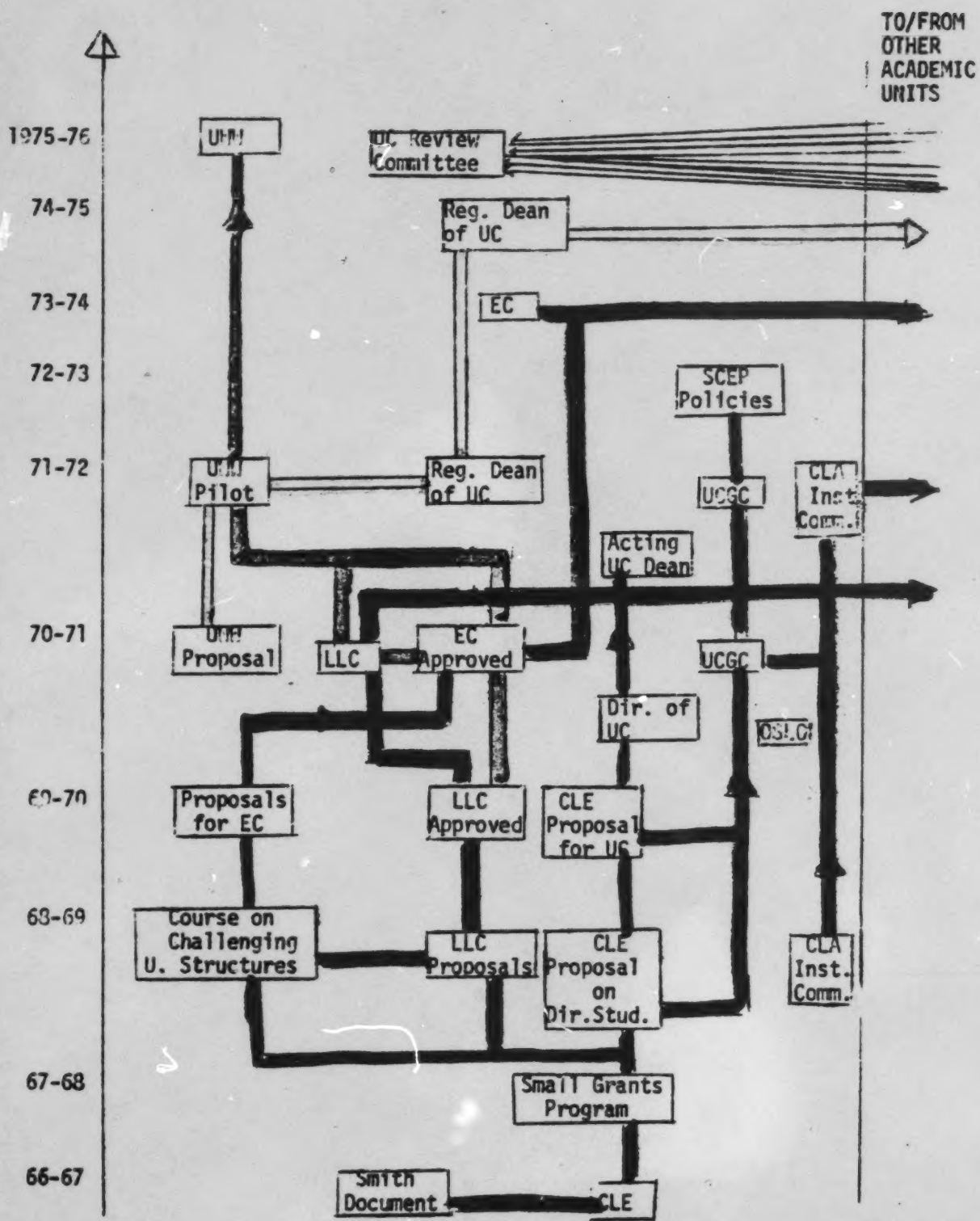
The map shows a number of patterns of faculty involvement. Specifically, the following are important: 1) extra-disciplinary associations; (2) type of faculty; 3) role-conflict possibilities; and 4) pattern changes over the time period.

The most significant feature is that these faculty associations for educational development occurred outside of each faculty member's respective academic discipline. The Council on Liberal Education, University College Governing Council, College of Liberal Arts Committee on Instruction are representative of the forums through which the faculty associated with change efforts.

Second, the type of faculty involved is mixed, with regular tenured, regular non-tenured, and temporary (non-tenure-track) faculty involved. While the focus of the FDIEP interviews was on regular faculty, persons of all types were involved. This is of special importance as we look at the issues of faculty role-conflict and pattern changes over the time period.

Third, regarding the possibilities of role conflict, it was initially assumed that because faculty were required to move out of their customary discipline contexts, that this crossing of institutional boundaries would result in conflicting pressures on faculty. In general this wasn't the case. For regular faculty (of both types) their associations were extra-disciplinary, having little or no direct bearing on their disciplinary responsibilities. For most interviewed faculty role conflict also seemed to be minimized because they kept their extra-disciplinary involvements to a relative minimum. Their extra-disciplinary associations, while apparently important in an idealistic sense, really didn't appear to have much to do with their regular departmental

Seven Faculty Members' Involvements
in Individualized Education
at the U of M: 1966-76



interests or activities. It can be conjectured that role-conflict is more likely to occur when faculty behavior must change within a disciplinary setting or even when interdisciplinary thinking and behavior are required. By contrast, when faculty move outside of their disciplines altogether role-conflict is minimal.

One faculty member was a clear exception. This faculty member - he was tenured - made a full move out of his regular academic department for a few years to help run an experimental individualized program. Ultimately, he returned to his regular unit. The interviewer of this faculty member summarized the current situation as follows: "...seems to be very isolated within his department. He enjoys the security of a lifetime job in an environment that has become hostile to him."

The temporary faculty, having no appointments to regular academic units, were different in many ways. On the one hand, they were hired to work in individualized programs, and that's what they did; no role conflicts there. On the other hand they differed from other involved faculty in that operationally they had to cross institutional boundaries in the pursuit of their everyday job responsibilities, they relied ultimately on the services of regular academic units.*

In some cases of individualized programming, things occurred by administrative order, without involvement by regular faculty. OSLO appears as one example.

Regarding changes in faculty's associations over the time period we find some interesting patterns. First, it is clear that the years 1968 to 1971 showed the greatest involvement by faculty. Beginning in 1972, the time when University College received its first full-time regular dean and a governing council for experimental programs, there is a marked drop-off of faculty involvement. Second, the only faculty member involved throughout the period 1970-1976 is

*Temporary Faculty were not interviewed.

of the "temporary" type. Third, overall, regular faculty are involved mainly in policy-making, evaluative, or administrative capacities. In those few cases where regular faculty were involved in actual operation of individualized programming, they were involved only for a few years and then moved back into more traditional activities. These cases were rare.

Faculty Members' Motive for Involvement -

As the interview transcripts were reviewed, it became apparent that faculty members' motives for involvement were varied. Some faculty members could point to quite specific events in their histories that were of special importance, that continue presently to influence their behaviors. The majority admitted that they just, "fell into it, sort of." Neither were these differences much related to the faculty members' records of involvement at the University of Minnesota; those who couldn't quite explain how they got into it were in no great measure different from the others in terms of their involvements in and contributions to individualized education at the University.

One faculty member reported that the one thing that these involved faculty had in common was the feeling (as much as a thought) that, "Something was wrong," with society in general and the University in particular. This seems tenable given the events happening both on and off-campus. In fact, however, only a few interviewed faculty offered this as an explanation of their motives for involvement; most talked about other things. More typical of those who could refer to specific motives are the following comments:

> "I was brought in specifically to develop practica for graduate students. Everything before was so book-based."

"I came here specifically because I thought it would be freer. That's one reason I left [institution "X"] ."

"My relationships with faculty when I was an undergraduate were of the 1:1 variety."

"I worked at [Institution Y] which was an unbelievable utopia. It was inhabited by the top .05 of the student intellectual elite; it was a place of excitement and intellectual nourishment. I wrote a proposal outlining my plan..."

Other interviewed faculty had less clear recollections:

Question: "How did you get involved..."

Answer: "By default, in part. The word gets around, you know."

Question: "How was it that you have come to serve on so many committees pertaining to individualized study?"

Answer: "I really don't know."

Most of the faculty whether or not they could pinpoint certain events which precipitated their involvement, expressed themselves in rather dispassionate terms. Few indicated that during the period of their involvements in individualized education, they had strong personal motives for being so involved. Even though the faculty by and large seemed to enjoy talking about their prior involvements and they expressed their concern for individualized education, (and their support of what the project team was doing) only a few

spoke of any strong personal motives for their involvement. It would be a mistake to assume that most of these faculty got involved for motives of burning conviction or identification with the principles and objectives of individualized education. Some did, but most didn't; at least most didn't talk about such motives.

Satisfactions and Dissatisfactions -

When faculty were asked about their satisfactions or dissatisfactions regarding their involvements in individualized education, the responses were quite consistent. Few reported gaining any great satisfaction from their committee work. Even those who had repeatedly served on committees clearly preferred to skim lightly over these experiences and go on to talk about something else. The "something else" usually was students.

While the interviews were intended to focus on faculty's involvements in the development of individualized education opportunities and thus most of the questions asked pertained to institutional rather than pedagogical matters, most of the faculty referred to their relationships with students as their greatest source of satisfaction:

> "Faculty like good teaching relationships with students. That is rewarding."

"It allows me to become acquainted with students at the depth of understanding not possible in a class. It faciliates student writing, and it also provides flexibility; some students like reading - some writing. Broadly speaking, I am interested in teaching - it's an end in itself - the greater the variety of teaching, the happier I am."

"I found out early that I couldn't stay here if I wasn't learning. It's hard for the teacher to learn in a 35:1 situation. One way to learn is to struggle with a single mind."

Regarding their sources of dissatisfaction, while a few faculty mentioned problems with students - "We have students who want to get credit for having just lived in a certain kind of environment" - the most frequently cited problem was the lack of any institutionalized reward system for such faculty work. Some sample comments:

"I don't think there is any structured support for individualized education on the campus. If a faculty member takes on a 1:1 directed instruction assignment, it has to be its own reward. No budget ever reflects funds forthis type of instruction. If teaching were valued then independent study would be valued."

"If a professor helps a student in individualized education for growth and development of the student, his colleagues would laugh at him. I am speaking from experience."

"Need a support system. The faculty and the departments have not been a support system for this kind of activity. A person cannot stand alone."

"well, if you were to rank research teaching, and service activities, in all honesty faculty here would no doubt rank research ahead of the others, with teaching probably second. If a faculty member is an exceptionally fine teacher, but hasn't published, he's not going to be tenured. That's all there is to it, I am afraid."

That the lack of reward structures was frequently mentioned wasn't surprising - the study team presumed this to be the case - but a special perspective on the problem was given when one faculty member posed the question of whether students had some sort of right to individualized education. The University clearly advertised (in the course bulletins) the availability of such study options. That the institution in some cases failed to adequately supply (recruit, support, and reward) the faculty needed puts the institution into an awkward posture on ethical (and perhaps legal)grounds. The minutes of one committee meeting on individualized study read, in part, "Students should not be overly discouraged, if, on occasion, no professor appears willing to accept a given directed or independent studies proposal." In an era when at least one student brought suit against his high school for failing to teach him how to read it is not too far-fetched to imagine a similar situation with a student who was unable to get prompt service from faculty for an individualized learning project.

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Faculty's Suggestions -

The faculty offered a number of suggestions as to how individualized study might be enhanced. Here are some examples:

> "Make the colleges and departments declare their intentions about various forms of independent study."
>
> "Ask, 'Do you have any commitments towards this? Do you disapprove of this?"

> "If we go on the assumption that everyone does everything well - a lot doesn't get done. A person must be freed to develop the talents they do have and then measure that particular thing. If teaching were valued then a person could do this. 'Professionalism' is the villain too. For some psychological reason of inadequacies or shame, perhaps, faculty became very involved in committee work. Much of this was a response to students who were clamoring for participation in decision-making. The only way faculty should be involved is in choosing good people to do the administration, and then leave them alone. Then faculty would have time -to direct to teaching or other things involved with learning."*

> "Sometimes you have to restructure a whole operation as a way of changing the few things that really need changing. We did it in our dean's office. Not only did we have approval authority on grants, we also made sure that positions and dollars reverted (to us) rather than letting departments make judgements about reappropriations of positions and funds. We took the view that we in the dean's office have educational functions, not just managerial or administrative."

*Professor Toni McNaron asked to be identified with this quotation.

Question: "We've played with the notion that faculty might work with students in a way that benefits the faculty's research activity. A student in History, for example, as a senior, might be told by an instructor 'I am doing research on X; are you interested in designing an independent study project in some related area?'"

Answer: "Students are so easily ripped off. It might work O.K. But there are abuses. You must know of it."

Question: "Another faculty member suggested a model for cross-charging (the costs for faculty time spent in individualized education activity) by having some dollars channeled directly back to faculty's respective departments. What do you think about this idea?"

Answer: "Cross-charging is messy. A better way would be to make sure that the faculty's home department gets the student headcount.

It soon became clear that these faculty had no ready magic formula to encourage faculty activity in individualized education. A few faculty didn't like the idea of having any regulatory mechanisms:

"A faculty member is hired to be his own person. They are never really told anything by anybody. We must accommodate this fact. Look for a correlation between the ego strength of these (involved) people - the more ego strength, the more involvement."

"Special forms are required and these must go through a departmental committee - I see this as another layer of formalism which is, I think, designed to discourage independent study. I've thought of boycotting the whole system, but I think it would be unfair to the students. So, I've gone along with it."

Question: "Some people say that any attempt to regulate faculty activity - in almost any realm - will be considered an infringement on academic freedom. Do you feel this is true?"

Answer: "Yes. It really is."

"It's a schizophrenic thing - we try to stimulate its growth - we foster and encourage it - and then we try to sit on it - to regularize it."

These faculty apparently felt that the attraction of individualized education for faculty is to be found precisely in the fact that it isn't associated with usual departmental regulatory mechanism. Faculty should have some realms of freedom, unencumbered by bureaucratic overlay; these faculty felt that individualized education ought to be one such realm.

Sources of Change: "Trickle-up" and "Trickle -down" Theories -

The interviewers were interested in the sources of change. Did change flow up from student pressure or down from central administration authority figures? Where do the line faculty fit in the picture?

The project team discovered that administrators, faculty, and students were indeed all involved in developing individualized education programs at the University. The interviewed faculty agreed that there was pressure from students, plus unusually receptive central administrators during the period, but few of the interviewed faculty were convinced that any single group was of greater importance. The only thing we can say for certain is that the development

of individualized education opportunities was left untended by the disciplines.

Academic Units' Current Policies on Individualized Study -

While this is a topic for future project publications, it is useful as one reflects on the results of the ten-year period to see how little has been done at the departmental level regarding the establishment of policies and procedures regarding individualized study. Of the materials received in response to the project team's request for information, the following comments are typical:

> "Although such instruction is not readily encouraged within our department, we nevertheless provide such an opportunity for our students."

> "...I can only say that your letter brought to our attention that we have no such policy."

> "I wish you well in your endeavor because I think it is extremely important."

> "There is no written Departmetnal Policy regarding individualized education. Each faculty member participates as he sees fit. Some quite a bit more than others."

> "Faculty members teach the course voluntarily or on an overload basis."

With but rare exceptions, any guidelines on individualized study maintained by the department consisted of instructions and regulations pertaining to students; the faculty member was left pretty much to his or her own devices. One department indicated they planned to survey their records, "to learn the number of faculty who have advised students designing individualized major programs and the extent of their assistance." Another department forwarded a listing of their faculty's records of signing-off on individualized student registrations for the period 1973-76. Another department stated in its guidelines that "... a record of the time (contract and preparation hours) spent by the faculty monitor will be maintained by the School."

Only a single unit* said that "the number of credits and number of students that a faculty member has doing self-directed studies will be calculated as part of her/his teaching load." This same unit said that "faculty will be polled ... for known areas of interest and expertise. This list will be made available to students." In addition, faculty in the unit are required to submit periodic "evaluations of the effectiveness of the method of self-directed study ..." This unit represented a bright example on an otherwise generally bleak landscape.

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*School of Nursing.

Discussion

In sum, it was found that only a relatively small number of faculty were involved in the development of individualized learning opportunities for undergraduates during the time period examined. When faculty were involved, it was an extra-disciplinary context, generally causing no great role-conflict discomfort. These faculty agreed that there was pressure for change from both above and below (administrators, all-University committees, and students), but neither seemed to predominate. Faculty involvement in such developmental activity is reduced toward the end of the ten-year period, the main exception being in terms of regular faculty's service on program evaluation committees. Overall, we find regular faculty's involvements to be short-lived and not positively related to their long-term professional concerns.

While it was not a focus of this study, it should be mentioned that regular faculty have given (and many continue to give) freely of their time and energies to students on an individualized basis. Our guess is that, while some students wanting to pursue an individualized course of study must knock on quite a few office doors before finding a suitable and willing faculty member to assist, many have been served well by the faculty.* The focus here instead has been on the faculty themselves - their involvements, satisfactions, dissatisfactions, and patterns of association, regarding their involvements in developmental efforts in individualized education. It is in this latter realm that we find difficulties. Given the problems, faculty at large have gone quite beyond the call of formal duty in serving students in individualized ways. But that is the problem: such service has been beyond the call of duty - overload.

*Service to students and their satisfactions with individualized learning will be the focus of future project publications.

Neither has it been the purpose of this study to fully consider proposals for change. The project team has a number of ideas, but further data, particularly on current levels of faculty activity in and attitudes about individualized education,* are needed before proposals can be made.

*This study is currently underway.

Appendix "B"

Directed Individualized Education: A Conceptual Framework

Prepared by

Faculty Development in Individualized Education Project

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March 25, 1977

Preface

The PDIE project was established to develop better systems for individualizing educational opportunity at the University of Minnesota. In working toward this end, it has become apparent that the language, values, and concepts of such an effort must be made clear. This paper articulates the framework within which this project's activities should be viewed. Hopefully, this framework will also be of use to others in similar academic settings who are concerned with understanding and enhancing individualized education.

Directed Individualized Education: A Conceptual Framework*

Individualized Education Defined -

Persons seeking to learn about "individualized education" soon discover that the term is used to describe such a myriad of educational settings and curricula that it is more confusing than illuminating. The term is used, for example, in describing such education-related activities as computer assisted and/or managed instruction, external degree programs, independent study, directed study, programmed learning, contract teaching, among others. One approach to making sense of this complexity is to look at similarities rather than differences between these forms, toward the end of developing a more generic classification.

Most forms of individualized education are based upon a number of precepts that are now generally recognized as important factors in learning. First, the student should be an active participant in the learning process and should take the primary responsibility for his or her learning. The primary emphasis, in other words, is on learning, not teaching, and the role of the teacher becomes one of a facilitator who diagnoses students' educational needs, prepares appropriate instructional materials, or serves as a learning resource. (Cross, 1975)

Second, the learning objectives should be clear and the student must know what they are. Research has shown (and common sense suggests) that persons derive greater satisfaction and experience a higher level of achievement if they know what is expected of them. (Cross, 1975)

Third, many forms of individualized education stress the importance of small learning units which may, perhaps, be focused on a single concept. Although the size and number of learning units may vary, there seems to be a consensus that course work, for example, should be broken up during the semester or quarter to provide for more frequent feedback and evaluation.

Fourth, and last, most forms of individualized education provide for self-pacing so that the student controls, to a greater or lesser degree, the rate at which she works.

The following is a summary description of some of the more extensively used approaches to individualizing education, but is by no means a comprehensive treatment of the field.

Programmed Learning or Programmed Instruction

Programmed Learning or Programmed Instruction is based on the concept that learning behavior can be shaped through the use of immediate evaluation, feedback, and reinforcement. In this model the learner controls the rate at which she learns, but controls neither the sequence of learning materials, nor the content. While it has been used in other ways (and has influenced other models of individualized education) it seems most effective in teaching skills and facts.

Computer-Assisted Instruction (CAI)

Computer-Assisted Instruction has been defined as "those programs where the computer is used to interact tutorially with the student as he or she moves through a self-paced program or course of instruction." (Cross, 1975) In the CAI system, students communicate with the computer through a

*This report is made possible through a grant from the Fund for the Improvement of Postsecondary Education, Grant #USOE G007603207.

teletypewriter, with the computer giving instructions, asking questions, and providing feedback. This basic system is frequently expanded to include video cassettes, slide projectors, tape recordings, etc.

Computer Managed Instruction (CMI)

While CMI shows similar roots in behavioral psychology and programmed learning, it differs from computer assisted instruction in a few important respects.

In the CMI system, students don't interact with the computer on line and, consequently, the costs of CMI are lower than CAI. Second, in CMI the computer individualizes instruction by diagnosing learner's needs and prescribing assignments to meet those needs. As is the case with CAI, however, students can only alter the pace at which they work - curriculum is fixed.

Computer Managed Instruction Systems are based on three assumptions. First, "it assumes that the objectives of learning can be specified and that learning problems can be diagnosed through student responses to objective questions ..." (Cross, p. 72)

Second, it assumes that groups of students can have a common educational diagnosis and that common prescriptions are, therefore, appropriate. (Cross, 1975)

Third, it assumes that faculty who receive information about student learning progress will make use of the data to improve their instruction.

Mastery Learning

Mastery Learning is based on the notion that most students, given sufficient time and assistance, can master any subject. In this system, each unit must be mastered before the next one is started. Since students take as long as they need to learn, (and it is assumed that they <u>will</u> master the material), grades and time periods become meaningless.

Personalized System of Instruction (PSI)

In the PSI system a college course might be divided into 15 to 20 self-paced learning modules. The learning objectives are usually detailed in a study guide which is supplemented by articles, texts, films, etc. As with the other systems mentioned here, the student works at her own pace. When she feels she has mastered the material in a module, she goes to the instructor (often an undergraduate) for testing to insure that the learning objectives have been mastered. The students' work is then evaluated and graded immediately. Although lectures are often a part of PSI programs, they are used more for motivation than information dissemination.

Independent Study

While the format of independent study varies considerably from school to school, it seems most frequently a model where students study on their own curricula similar to those offered in conventional classes, and do so within the same time frame as the regular class (i.e. quarter, semester). It seems seldom to be an approach where students formulate their own learning objectives or identify learning resources appropriate to their interests.

Directed Studies

Although there are considerable differences between the models described so far, some important similarities should be noted. First, while students may control the pace at which they learn, they do not control the design or presentation of learning materials. Second, the learning objectives are not developed by the student. Third, they do not provide for differences in student learning styles or preferences, but, rather, assume that groups of students have common educational needs and that common prescriptions are, therefore, appropriate.

There is another model of individualized education that differs significantly from those already described, one which is the focus in the project. At the University of Minnesota, that model is known as directed studies or directed research.

Most academic units at the University of Minnesota make a provision for directed studies and research and the model forms the nucleus of the learning program of the University Without Walls, an external degree unit.

In directed studies (directed research, directed readings), the student works with a faculty member on a one-to-one basis, outside of the regular classroom setting, on a learning project of his or her own design, and one for which varying amounts of academic credit are received. Typically the student is required to submit a written proposal prior to having his directed studies registration approved. Although the student is responsible for specifying the learning objectives and identifying the learning resources in many cases the course proposal may be a collaborative effort between the student and faculty member.

Directed studies and research provides the potential for a rich educational experience, one which reflects and meets the needs of the individual student to a greater extent than independent study. Moreover, a directed studies project is not bound to a discipline, time, or place, except as it meets the needs of a particular students' project proposal.

The variety of directed studies educational projects designed by students (sometimes in collaboration with faculty) is impressive indeed. These range from purely library research projects to experiments in the physical and social sciences to field internships. A random selection of cases from a file of directed studies projects yielded these examples:

- a field study of the therapeutic community concept in drug abuse rehabilitation programs;
- a combined library and field research study of the relationships between theater political systems, and social change;
- a study of the relationship between emotional factors and sub-fertility in humans.

Directed studies forms of individualized education have a number of factors in their favor which are discussed below.

The Case for Directed Individualized Education -

Five factors may be cited in support of directed individualized education. Foremost among these is the fact that individuals differ in their wants, needs, problems, special talents and abilities, and styles of learning. Cross (1975, p. 112) summarizes this perspective as follows:

> It takes no special knowledge of research to recognize that we all have characteristic "styles" for collecting and organizing information into useful knowledge. Some people do their best learning in interaction with others, some in lone study and contemplation. Some people prefer to learn a skill by manipulating concrete objects, some by watching, some by listening, some by reading the manual of instructions. Some people approach learning tasks systematically and methodically; others are more intuitive and global. In brief, people have characteristic ways of using their minds.

It is commonly acknowledged that students and teachers are more satisfied and more productive if they learn or teach in a manner compatible with their style.* If they are to be defensible, our curricular judgements must be made on this basis. As it is, our institutions are heavily reliant on the lecture-classroom-text model of teaching and learning and thereby fail to tap the fuller potentials of students and faculty alike. As Cross (1976, p. 112) has pointed out, "Unfortunately, not one teacher or counselor in a hundred knows anything at all about cognitive styles despite the fact that research on cognitive styles has been going on for twenty-five years in psychology laboratories. For some reason the research has not been widely applied to educational problems. Kogan (1971, p. 243) politely understates the case when he observes that until recently there was an 'almost total lack of articulation ... between the psychological study of cognition on the one hand, and educational research and practice, on the other.'"

It is ironic that it is typically the newer non-traditional and individualized educational programs that bear the brunt of criticism regarding supposed shortcomings in program quality, when their accusers are operating out of glass houses that ignore the research on individual differences. Concerns for quality, accountability, effectiveness, and the like, are precisely those concerns addressed in an individualized approach.

That our educational institutions should ignore the necessity of making curricular judgements in accord with our knowledge of individual differences is sufficient cause for alarm. That our institutions should at the same time be making much noise about their supposed intentions to serve so-called non-traditional learners - mainly adults beyond usual college age - who differ in a variety of ways from the already heterogeneous traditional student body, is an inconsistency which must not go unchallenged.

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*Cross notes that studies which report that different teaching and learning strategies yield no average gain or loss - that they don't seem to make any difference - are misleading because they are reporting on a "mythical statistical average" student. When the data are looked at student by student we find that individuals do respond differently to different teaching and learning strategies.

A second rationale for directed individualized education is that our traditional classroom lecture approaches simply do a poor job of developing in students the sort of life-long learning skills required in modern society. The mere acquisition of information is inadequate preparation for spending the remainder of one's lifetime in a complex and ever-changing world. The processes of inquiry themselves must be taught; how to develop good questions, how to find and use resources, how to critically assess outcomes - these skills of self-directed inquiry are not likely to be learned by a student who is mainly (or too often, exclusively) taught via classroom lectures or the other forms of individualized education previously mentioned.

The necessity of having students learn such skills is literally that - a necessity. Malcolm Knowles (1975, pp. 16-17) has observed: "... the 'why' of self-directed learning is survival - your own survival as an individual, and also the survival of the human race. Clearly, we are not talking here about something that would be nice or desirable; neither are we talking about some new educational fad. We are talking about a basic human competence - the ability to learn on one's own - that has suddenly become a prerequisite for living in this new world."

A third factor in support of directed individualized education is that it is in keeping with our natural processes of intellectual development. People do differ in their cognitive styles at any given point in time, as was mentioned earlier, but they also tend to follow a generally similar pattern of intellectual development over time, ranging from dependency and simplicity on one end of the scale to greater autonomy and complexity on the other. It is assumed that a more intellectually autonomous, self-directing, and complex person will be better able to operate over a wider range of problems than a person who is less so. From this view, Chickering (1976, pp. 11-16) and others have demonstrated the positive relationship between directed individualized education approaches and more sophisticated levels of intellectual development. In Chickering's words:

> The relationships become more apparent when explicit teaching practices, student-faculty relationships, and orientations toward evaluation are addressed. The lecture-examination system as often practiced is responsive to the fearful-dependent, opportunistic, and conforming-to-persons levels of ego-development and to the obedience-punishment, instrumental egoism and exchange, and good-boy orientations of moral development. (p. 12)
>
> The patterns of relationship and approaches * to learning and evaluation in contract learning best fit the ... autonomous stages of ego development ... (p. 13)

A fourth factor in support of directed individualized education falls under the general heading of faculty accountability. As pointed out in Faculty Development In A Time of Retrenchment (1974, pp. 17-18),

> ...The suspicion has grown among taxpayers and alumni that professors are not very effective as teachers - except on behalf of political or cultural radicalism. People suspect that even when effective, education no longer necessarily leads to a good job and

*Contract learning is the same as individualized education in our framework.

6. that professors enjoy a measure of free time and autonomy denied to most of those who pay their keep ... people are asking that professors, like others be held accountable for doing a good job - in this case on behalf of students and of society. This pressure can take specific shape, for example, in the efforts of officials on the state level, as well as within large institutions, to discover what faculty members do with their time, to estimate the cost-effectiveness of academic departments, and to evaluate the teaching performance of individual professors.

If we use what we know about individual differences in cognitive style, the dynamics of intellectual development, and the sorts of inquiry skills necessitated by a complex ever-changing society, we would fare better in our efforts to establish truly accountable educational programs. Even cost accountability, for example, must in part be figured in terms of the quality of the educational experience and of the learning which results. An educational program that is clearly attuned to individual differences and skill development in students will operate on a higher order of accountability, and thus support from the non-academic sector, than one which ignores such concerns.

Fifth, directed individualized education can provide faculty members themselves with new opportunities for personal growth and satisfaction within their careers. This takes on special importance in the present era of low faculty mobility. The period is over when the ambitious or unhappy professor could easily move to another institution. In the words of The Group for Human Development in Higher Education (1974, p. 16): "We are now faced, at worst, with the prospect of local colleagues growing old together, unable to add new faces to their company or, individually, to find another place." Increasingly, mobility for faculty members will be of the horizontal within-institution variety, where the faculty members change their professional roles and activities, rather than simply rising to a higher rank and/or moving to another institution.

In such a context it appears reasonable to view individualized education involvements to be one viable approach to maintaining vitality within the faculty, and individualized work with students could well prove enlightening and satisfying to a faculty member who is unhappy with his or her nomral fare and wants to try something else.

For all in its favor, however, the directed individualized education approach must rely on an adequate supply of able and willing faculty members. Programs of directed individualized education that operate within traditional institutions may have special problems in this regard. The University of Minnesota is illustrative.

The Nature and Extent of the Problem -

At the University of Minnesota, in 1975-76 there were 2,223 directed studies registrations in the College of Liberal Arts alone. These registrations involved 1,629 faculty members drawn from 91 different academic units. One unit alone (Psychology) had 267 such registrations. One faculty member served 62 students; another served 48 students. During the same period 342 students registered for extra credit for doing additional work beyond the regular requirements for given courses and 446 students registered to meet course requirements in individually tailored ways - both of these types of registration requiring individualized working relations between students and faculty members. Added to these figures were 200 students in the University Without Walls program who were engaged in directed individualized work with faculty members during the period, plus a small number of additional registrations for directed individualized work in other experimental programs such as University Scholars and the Experimental College. Additional directed individualized education work was done in other colleges of the University which were not included in these data.

Clearly directed individualized education work represents a major demand on faculty members' time and energies. From an institutional perspective it represents a considerable investment of resources. Yet, only 46 percent of the University faculty surveyed in a recent study* indicated that their respective academic units had written policies or procedures for regulating directed studies registrations. Only 7 percent of the faculty members surveyed indicated that their units had any stated limits (or quotas) on the number of directed individualized education projects they could monitor. A review of the policies from a sample of units which had them in written form, showed that in the main they consisted of guidelines for students, rather than faculty. A survey of advisors in the University Without Walls and Office of Special Learning Opportunities who serve to link students with faculty members for individualized education studies found the advisors unanimous: getting faculty involvement is a problem having many dimensions and a problem which is not systematically addressed.

In 1973 the University's Senate Committee on Educational Policy developed a series of resolutions for regulating directed individualized forms of education. These resolutions were stated as follows:

> 1) for each study project there will be a written contract between the student and faculty member; 2) the contract will be reviewed and approved by the chairman of the department or the department's designate; 3) a copy of the contract and a record of the time (contract and preparation hours) spent by the faculty will be maintained by the department; 4) substantive changes in the contract require review and approval by the faculty monitor and the department; 5) every department, even those who do not regularly enroll undergraduates, should have a course number available that will enable students to register for such study projects; and 6) departments and colleges (or equivalent units) may make these policies more, but not less, restrictive.

There is little question that these resolutions are rarely applied in practice.

Part of the problem appears to be that directed individualized education opportunities have generally been developed according to an attitude that, in the words of one study commission, "... puts the student first and the institution second", without due regard for institutional contexts within which such education must occur. What do institutions and their respective faculty members gain from individualized education? This type of question needs to be answered as part of any effort on behalf of directed individualized education.

A related problem has to do with the forms of evaluation commonly used by the proponents (and the opponents, for that matter) of directed individualized education. This issue is addressed in the following section.

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*Peterson, H., and J. Johnson, "University Faculty and Individualized Education," mimeographed, University of Minnesota, Minneapolis, October, 1976.

A Conceptual Framework for Evaluation and Development In Directed Individualized Education -

C. Robert Pace (1972) has much to offer those who are attempting to build sensible frameworks for evaluation and development in large complex organizations, such as colleges and universities. He has pointed out that when such units are to be evaluated, the evaluators: "Must consider a broad range of social consequences; should never be limited by or confined to the stated objectives or intended effects of the program or treatment; should look for but may not always find contrasting conditions in natural settings for comparative analysis; and must employ different methods of treating data - descriptive, exploratory, multivariate, etc."

Pace bases these suggestions on his observation that in large complex systems the unit to be evaluated is not a unitary phenomenon but is, instead, "...made up of many units, interacting in many ways and having varied purposes"; control groups do not ordinarily exist; random assignment of subjects to treatments is possible only in severely limited ways; and the treatments are constantly undergoing change.

A college president* was heard to observe, "Unfortunately, the observation that something which can be counted is probably true carries a viscious corollary that things which can't be counted are not to be admitted as evidence." Or as another educator put it, "That which can be quantified in the institution of education is the least important part of the educational experience. To devise a means for counting birds is not to understand flying."** Yet, as part of education's response to the pressures of the 'accountability' movement, we find what Pace terms the "administrative, management, and efficiency models" which emphasize "input-output differences, specified performance objectives, college effects, test score gains ... behavioral objectives- product development, cost-effectiveness, performance contract, a management information systems, and accountability." Such evaluation models, Pace continues, "...can and probably will contribute to the industrialization of higher education - education in which order, duty, responsibility, efficiency, and performance are the dominant values.

Valuing is a part of every evaluative process; it means to select criteria and forms of making judgements. What an individual or an institution values will directly influence the processes and outcomes of evaluation. If one values the individualization of the educational experience for students and faculty; if one values creativity, free inquiry, depth and breadth of understanding, and skills for life-long learning; certain things follow for the purposes of evaluation and program development. These values form the basis of the conceptual framework within which the present project operates.

Over the past decade, there has been a growing interest on the part of persons involved in educational administration in the use of metaphors of business systems management in designing evaluation schemes for schools, with the hope being that these forms of accountability will lead toward more effective schools. Michael Apple (1974) has noted the

*Emerson C. Shuck, East Washington State College, reported in the Chronicle of Higher Education, Nov. 15, 1976, p. 10.

**W. B. Martin, "Faculty Development as Human Development," The Danforth Foundation, January, 1975.

'vulgarisms' in the language of management models of analysis which fail to reflect recognition of characteristics of the human condition.

> Awe and mystery, uncertainty and ambiguity, conflict and the dialectic of stability and change - all these are difficult to deal with using an industrial logic, yet all are essential if educators are to appreciate the complexity of their dilemnas and to create institutions that respond to the tension between institutional history and personal biography. (Applie, 1974)

While this narrowness of treatment is, in itself, cause for serious concern, there is another aspect of current educational evaluation practice that can have a more insidious effect. The language of evaluation - the stress on accountability, systems analysis, and cost effectiveness - convey to the public a sense of concern for making schools more effective. The rub is that this language can have the side effect of "keeping the populace from seeing the uncomfortable fact that significant alterations in the school environment have been rare and short lived. Thus, the knowledgeable criticism of a concerned citizenry is deflected." (Apple, 1974)

Accordingly, the conceptual framework for the present project is based on the following assumptions:

- Large, complex, and changing organizations, such as colleges and universities, should be evaluated and developed through a variety of approaches, with attention to the relationships among organizational elements. A viable approach to the individualization of education must take into account students, faculty members, the institutional context, and relationships to the non-academic sector.

- The individualization of educational experiences for both students and faculty members is desirable and feasible in such organization; individualization is valued.

- Present language and forms of evaluation - of the "industrialization" type - are counterproductive to the individualization of education.

- "Accountability", in the best sense, will be enhanced through greater emphasis on the individual teaching and learning epxeriences of teachers and students.

- Evaluation frameworks, and action proposals for the individualization of education should be modeled after "biological, ecological, organic, psychological, and philosophical" perspectives as opposed to industrialization models. (Pace, p. 14)

- Evaluation frameworks and action proposals should be considered in terms of consequences, rather than the objectives, of a given strategy. (Pace, p. 2). To say, for example, that the individualization of education is an objective is different than asking about the consequences of a given strategy for individualizing education; the latter perspective is more all-inclusive.

These assumptions are the base on which the conceptual framework for the FDIEP is built. A conceptual framework, like a theory, is something not to be proven true or false. Neither can it be expected to serve as a device for making every evaluative or program development decision (e.g. it probably won't help to decide whether a single item should be placed on a questionnaire instrument). A conceptual framework, however, can and should make clear the assumptions, biases, value-orientations, and purposes which together serve as one medium within which evaluators and program developers always work.

In the original proposal for the FDIEP such language as "regulation" and "evaluation" of faculty involvement in individualized education was used. The proposal also, however, stated that, "The needs and interests of the institution itself, the faculty, and the students need to be blended into a mutually rewarding system for each," and "The proposed project brings together individual learners, individualized mechanisms of learning, and a broad range of faculty types and academic departments, non-traditional and academic programs, historical and contemporary perspectives...". At present, from what the FDIEP staff has learned in the nine short months since the project's inception, the concerns for "blending" and "bringing together" appear more useful as guiding concepts than do "evaluation" and "regulation." The latter will be addressed, to be sure, as part of the staff's efforts to systematize opportunities for individualized education, but the project's activities toward these ends will be developed and carried out in a manner in keeping with the assumptions which form the base of the conceptual framework previously outlined.

For example, the project currently is focused on the task of pre-testing separate instruments for assessing student preparedness for directed individualized education and for assessing faculty involvement in directed individualized education. Within the present conceptual framework the staff will be asking questions, for example, about the consequences of the application of such instruments; about the usefulness of such instruments for bringing together diverse elements of a common but large and complex system; about whether the language of the instruments is consistent or inconsistent with what we know about the rationales for directed individualized education and the conceptual framework assumptions previously stated.

Future project activities will also be thus guided. These activities include: presenting policy recommendations on faculty involvement in directed individualized education; fuller testing and refinement of the above mentioned instruments; carrying out workshops with selected faculty groups, and evaluating the overall effects of the two-year project effort.

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February 11, 1977

TO: Faculty Advisory Committee, Faculty Development In Individualized Education Project

FROM: Jeff Johnson and Howard Peterson

RE: Advisory Committee Functions

At our first Advisory Committee meeting it was noted that there is continued uncertainty about proper and feasible functions of the Committee. Much of the uncertainty appears to form around technical concerns. What are the best devices for securing Committee input in directing the projectŝs lines of inquiry and development? How frequently can the members reasonably be expected to attend meetings? How can we be sure that the Committee's advice is secured in time to be of real use? In addition, there appears a need to restate the purposes of the Committee in order to make clear the connections between Committee's activities and goals.

As stated in the original project proposal, the Committee was intended to:

- assist in the identification of department regulatory mechanisms, policies, etc. regarding faculty activity in individualized study.
- critique the project's instruments, test models, and final results.
- assist in the dispersion of project results to committee members' respective departments.
- provide a written evaluation of the project's results at the end of both the first and second years.

The proposal also emphasized that, while the main work would be done by the project staff, the Committee "...will serve to ensure that real evaluation of the project's successes and shortcomings takes place." In the letter from Gordon Kingston and Jeff Johnson of November 3, 1976, which invited members' participation on the Committee, it was also noted that "...you and the project team may discover special needs and possibilities for the improvement of individualized education work by faculty in your unit; in these instances, the project team will provide assistance." Thus it was hoped that the Committee members, in addition to assisting the project staff by giving criticism and advice, would receive, in turn, assistance with programming in their respective academic units.

The difficulties of our first Committee meeting not disavowed, these Committee purposes appear well established. At the same time, we welcome your continued advice in this respect, and we will be contacting each of you individually for your further input.

Assuming a general agreement on Committee purposes, we need to do a better job of building mechanisms to accomplish these ends. The following actions are proposed:

1 -A chairperson of the Committee, selected from the current membership, should be appointed. Given the University-wide nature of the project, Dean Kingston seems a proper figure to effect the selection process in consultation with others as is deemed appropriate. The function of the chairperson will be to convene and preside at meetings of the Advisory Committee. This should help to emphasize the interests of the faculty as a group while providing the Committee greater critical distance for assessing and judging project directions and results.

2 -The Committee as a whole should not be expected to meet any more often than called for in the original proposal (four meetings over the two-year period). The project should rely instead on individual meetings with Committee members and small sub-groups of the Committee formed around main issues, plus other communication devices.

3 -Related to the above, the Committee membership should be enlarged in order to allow fuller formal participation by the faculty and greater opportunities for associations between the project staff and selected individuals and small groups of Committee members. Present Committee members' recommendations on new members will be sought.

4 -As a practical suggestion, given project staff's and Committee members' time/energy limits, the staff should do two things: a) develop an instrument which committee members can use to express their ideas on a quarterly basis; this being in a form that can be completed in short order and which will aid the staff in identifying members who have special questions, concerns, and insights; and b) staff should follow up with phone calls to selected Committee members as may be indicated by the quarterly feedback instrument.

5 -Accompanying the quarterly feedback instrument will be a brief quarterly progress report written by the project staff. This should help keep members more up to date on the project's progress and help maintain momentum between the infrequent meetings of the full committee.

6 -To facilitate the Committee's evaluation of the project at the end of the first and second years, the project staff will conduct phone surveys of each committee member. The survey items will be presented to the Committee before the surveys are actually conducted. Using these survey data in conjunction with other input from the Committee made during the course of each year, the project staff will write the evaluation report on behalf of the Committee. Each year's

evaluation report will be approved by the Committee prior to the report's submission to FIPSE and other agencies or persons.

The project staff sincerely hopes that this serves to clarify Committee purposes and procedures and that we can now move more rapidly toward our project goals. I and Howard Peterson will be contacting each of you in the near future for your further suggestions.

:mm

FACULTY DEVELOPMENT IN INDIVIDUALIZED EDUCATION

A Publication of the Faculty Development in Individualized Education Project, University Without Walls, the University of Minnesota, Minneapolis

Number 1 July, 1977

The Case for and Faculty Views On Directed Individualized Studies

This represents one of a series of periodic reports issued by the Faculty Development in Individualized Education Project, a two-year program supported by the Fund for the Improvement of Post-secondary Education. The opinions here expressed do not necessarily reflect the policy or the endorsement of the Fund or any other agency.

Jeffrey N. Johnson, Director
Howard L. Peterson, Research Associate

Introduction –

At many colleges and universities there exists a variety of opportunities for undergraduates to receive academic credit for work on study topics of their own design and choosing, outside of prescribed requirements in classes. Such study is variously labeled "contract learning," "directed studies," "directed research," "directed readings," or "special projects." Because this form of study is individualized according to the student's special interests and needs, and because it involves the student receiving personalized direction and guidance from a faculty member on a one-to-one basis, the term *directed individualized studies* (d.i.s.) is used as a generic label for describing such study.[1]

Directed individualized studies differ from individualized instruction approaches such as programmed learning, "personalized system of instruction," correspondence study, or others which vary only the pace or presentational format. Directed individualized studies allow variations in pace, study approach, *and* content, each in part being determined by the student.

The present report considers some of the main supporting arguments for a d.i.s. approach and presents a portion of the findings of a recent study of faculty views on d.i.s. activity. The implications of these findings and other d.i.s. issues regarding program development are considered in other Faculty Development In Individualized Education Project publications (listed at the end of this report). Because quality d.i.s. programs invariably rely on the involvement of skilled faculty members, the present report's focus on faculty views is particularly important; the need for highly self-directing students in d.i.s. programs is matched only by the need for able and willing faculty members to serve these students.[2]

K. Patricia Cross has noted the following:

It takes no special knowledge of research to recognize that we all have characteristic 'styles' for collecting and organizing information into useful knowledge. Some people do their best learning in interaction with others, some in lone study and contemplation. Some people prefer to learn a skill by manipulating concrete objects, some by watching, some by listening, some by reading the manual of instructions. Some people approach learning tasks systematically and methodically; others are more intuitive and global. In brief, people have characteristic ways of using their minds.[3]

Such individual differences apply to faculty, of course, as well as students, and it makes sense that individualization of the teacher-student relationship should prove productive and satisfying for both.[4] Over the past quarter century the evidence has continued to mount on cognitive style differences, yet as Kogan has pointed out, there has been an ". . .almost total lack of articulation. . .between the psychological study of cognition on the one hand, and educational research on the other."[5]

Second, d.i.s. provides students with opportunities for the development of life-long learning skills required in modern society, skills which are, in Malcolm Knowles terms, ". . .a basic human competence – the ability to learn on one's own – that has suddenly become a prerequisite for living in this new world."[6] Such skill development requires that students practice setting their own learning objectives, identifying resources, setting (and following) timetables, and the like – under the direction of an able and supportive faculty member.

Third, not only do people differ in their cognitive styles, they also differ at any point in time in their level

of intellectual development, ranging from dependency and simplicity at one end to autonomy and complexity at the other. Chickering and others have observed that d.i.s. approaches are clearly more in keeping with the higher stages of intellectual functioning so often posited as a main feature of a college education.[7]

Fourth, as many contemporary accounts testify, there appears to be a general questioning by taxpayers, legislators, and students and teachers themselves, about post-secondary institutions' effectiveness in the teaching function.[8] One response to such "accountability" concerns, is to build curricular judgments on the basis of our knowledge of individual differences in cognitive style and intellectual development, and needs for life-long learning skills.

Fifth, d.i.s. can provide faculty members themselves with new opportunities for satisfaction and growth in their teaching functions. This is becoming a special need in the present and future era of low faculty mobility. In the words of one study group, "We are now faced, at worst, with the prospect of local colleagues growing old together, unable to add new faces to their company or, individually, to find another place."[9] More personalized relationships with students can form new possibilities for faculty development.

Sixth, emerging fields can use d.i.s. programs as an adjunct to efforts to build the fields themselves. Given proper guidance, undergraduates could well carry out basic research to help establish such fields while gaining valuable experience in real scholarly inquiry. Both the student and the field would benefit.

Seventh, and finally, d.i.s. programs serve to counter the pervasive depersonalization and leveling effects of mass society in general and colleges and universities in particular. A social environment featuring a heavy reliance on "experts" – a society, in Theodore Roszak's terms, which is a "technocracy"[10] – and a campus environment which solely holds a teacher-as-expert and student-as-consumer model, do not contribute to the feeling of self-worth, independent questioning, and assertiveness required for good scholarship. This is different than the issue of individual differences. While the "high ability" or "low ability" (however such terms are defined) student needs individualized attention, all learners (and teachers) need their educational pursuits to be built in such a manner as to encourage a sense of individual development and satisfaction as persons. Receiving an "A" on a grade slip may or may not be a personally rewarding experience for the student. Completing his or her fourth straight year of teaching the same course (even with revisions) may or may not be rewarding to the individual faculty member. Far too often it involves only going through the motions to somehow *conclude* the effort.

Whatever the strength of such arguments however, whatever the theoretical imperatives favoring a d.i.s. approach, all instruction must take place within the realities of actual institutions. Central to this reality is the level of support for any given instructional strategy demonstrated by faculty members. Too often, particularly in student-centered approaches such as d.i.s., the roles, abilities, and time-energy limitations on faculty members are not considered. In the next section we consider a number of recent findings regarding faculty members' views on d.i.s. approaches. While the data presented are of a very preliminary nature, and exhaustive discussion and interpretation are left to other publications, these data give a beginning and at times surprising glimpse into some of the issues regarding faculty and d.i.s. programs.

Faculty Views on D.I.S. –

A 34-item questionnaire was sent to 1870 faculty members at the University of Minnesota who were identified as having responsibility for undergraduate instruction.[11] 1095 questionnaires (58 percent) were returned. This sample was in the main demographically comparable to faculty members at other similar institutions in the United States.[12]

Preference for a d.i.s. approach —

Most striking was the finding that when asked to select their *most* preferred mode of instruction, d.i.s. was *least* frequently cited. Only four percent most preferred d.i.s. The remaining preferences were: "a combination of approaches" (59 percent); "small seminar" (23 percent); "class lecture" (11 percent); and "no preference" (3 percent). Thus, d.i.s. advocates face an immediate difficulty: few faculty members express a strong desire to work with undergraduates on a one-to-one basis.

Perceived rewards for d.i.s. and teaching in general –

Table 1 (below) helps interpret the finding of faculty members' low preference for d.i.s.

Table 1 Faculty Attitudes Regarding Criteria for Promotion and Tenure (percent)

	Ought to count most	Actually count most
Research and publication	~~19~~ 12	~~88~~ 87
Teaching	~~59~~ 67	3
Service	~~10~~ 1	2
All above, equaliy	~~30~~ 21	6

When asked whether their respective academic department had written policies and procedures for counting d.i.s. work as part of a faculty member's regular job

responsibilities, 81 percent answered "no" or "uncertain." These findings lead one to speculate that faculty members do not actually prefer standardized large-class relationships with students, but rather are aware of benefits lost when they allow their time and energies to be consumed by individual students. So, it may be that faculty members actually have a greater affinity for d.i.s. than the data would seem at first to suggest, but when forced to make relative priority choices, faculty respond mainly in terms of their knowledge of the faculty reward system.

Concerns for quality –

While 25 percent of the faculty considered students' d.i.s. work to be "superior" and 48 percent "comparable" to the work of students in regular settings, slightly over half (51 percent) of the faculty nonetheless favored restricting d.i.s. registrations to juniors and seniors only. This no doubt reflects a concern for enhancing the likelihood of maintaining high quality standards and a likelihood of d.i.s. success. It also may be considered as another reflection of faculty's concerns about the time/energy demands placed upon them by d.i.s. work.

Eighty-two percent of the faculty indicated that they required prospective d.i.s. students to prepare written study proposals before permission to register is given. Such a requirement again may be viewed as reflecting faculty's concerns for maintaining quality and their concerns about possible excessive involvement being required of them.

Views on approval mechanisms

Over half (54 percent) of the faculty members said they alone should be responsible for deciding whether or not to work with a student on a d.i.s. project. These faculty members were opposed to required department chairperson and/or department committee level approval. A significant number of these faculty members considered such department level requirements to be either "needless red-tape" or meddling in and infringing upon their academic freedom.

Sex, rank, and field differences –

Overall, it was found that female faculty members' responses differed from their male colleagues in number of respects. The female faculty members showed: a stronger preference for using teaching-related criteria in promotion and tenure considerations; a somewhat greater tendency to give more positive evaluations of students' d.i.s. work; somewhat lower inclination to favor restricting d.i.s. work to upper level students only; much greater inclination to require written study proposals from prospective d.i.s. students; more openness to the idea of requiring students to do at least one d.i.s. study project in their major field;[13] greater inclination to want d.i.s. work written into their regular job-definitions (rather than leaving it up to the individual faculty members' discretion); and lower inclination to select class lecture as their most preferred mode of instruction. Female and male faculty members did *not* differ, however, regarding the frequency of their actual involvement in d.i.s. work.

It is important to point out that 68 percent of the female respondents in the sample held appointments at the instructor or assistant professor levels, while only 29 percent of the males held appointments at these lower levels. Other researchers have observed the positive association between faculty of lower rank and openness to non-traditional teaching approaches.[14] If faculty attitudes on d.i.s. in part reflect faculty attitudes toward issues of teaching in general, the data here presented regarding differences in female (lower ranked) and male faculty attitudes can be better understood.

Regarding differences by academic field, it was found that faculty members in the natural sciences least frequently reported working with students on a d.i.s. basis and those in the humanities most frequently reported being engaged in such work. No other significant differences were found.

Discussion –

The basic arguments supporting a d.i.s. approach and the preliminary data presented in this report on how faculty view such work form only the barest beginnings of an approach to understanding the many facets of such education. Even so, in this brief report are findings which are important and clearly require more in-depth treatment. Most fundamental is the lack of congruence between faculty members' acknowledged preferences for teaching in general and their acknowledgement of the low level priority ranking of teaching in the reward system. Related is the faculty's expression that d.i.s. is their least preferred mode of instruction. Whatever the real and theoretical merits of d.i.s., much remains to be done before it becomes a more highly regarded and rewarded form of learning and teaching.

Other Project Publications

- The Cost of Individualizing Teacher and Student Relationships
- Assessing Student Preparedness for Individualized Studies
- Assessing Faculty In Individualized Studies
- Developing Individualized Studies Programs: Some Guidelines

[1] Excluded from these considerations are class-related forms such as independent study ("Y" registration), extra credit ("X" registration), and post-graduate level "problems" or "readings" registrations.

[2] Earlier studies which complement the present findings are: "Instruction Through Directed Study: A Report on Instructor Views 1972-73," P. M. Woolf, Office of Special Learning Opportunities, University of Minnesota, Minneapolis, 1973; and "University of Minnesota Faculty Participation in University Without Walls," J. N. Johnson, Union Monograph I, Union for Experimenting Colleges and Universities, Yellow Springs, January, 1976.

[3] Cross, K. P., *Accent On Learning*, Jossey-Bass, Inc., San Francisco, 1976, p. 112.

[4] This is not to say that a student and faculty member should always be matched according to their shared cognitive style, but rather that standardized approaches generally do not take such differences into account.

[5] Kogan, N., "Educational Implications of Cognitive Styles," in G. L. Lesser (Ed.), *Psychology and Educational Practice*, Scott, Foresman, Glenview, Ill., 1971.

[6] Knowles, M., *Self-directed Learning*: A Guide for Learners and Teachers, Association Press, New York, 1975, pp. 16-17.

[7] Chickering, A. W., *A Conceptual Framework for Educational Alternatives at Empire State College*, Empire State College, Saratoga Springs, N. Y., 1976, pp. 11-16.

[8] See, for example, *Faculty Development In A Time of Retrenchment*, Change Magazine, Publishers, New Rochelle, 1974.

[9] Ibid., p. 16.

[10] Roszak, T., *The Making of a Counterculture*, Doubleday Company, Inc., New York, 1969.

[11] Out of a total of 3,566 faculty (on all campuses). Except where specifically noted, all data are combined averages for the Minneapolis, St. Paul, Morris, and Duluth campuses.

[12] Bayer, A., *College and University Faculty: A Statistical Description*, American Council on Education, 1970.

[13] Although the majority of both female and male faculty members oppose such a requirement.

[14] Wilson, R., and J. Gaff, et al., *College Professors and Their Impact on Students*, John Wiley, New York, 1975.

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FACULTY DEVELOPMENT IN INDIVIDUALIZED EDUCATION

A Publication of the Faculty Development in Individualized Education Project.
University Without Walls, the University of Minnesota, Minneapolis

Number 3 September 1977

Developing and Managing Individualized Studies Programs: Some Guidelines

This represents one of a series of periodic reports issued by the Faculty Development in Individualized Education Project, a two-year program supported by the Fund for the Improvement of Post-secondary Education. The opinions here expressed do not necessarily reflect the policy or the endorsement of the Fund or any other agency.

Jeffrey N. Johnson, Director
Howard L. Peterson, Research Associate

Introduction

The purpose of this paper is to present a number of guidelines educators should consider in developing and managing individualized studies programs. Such programs are often referred to as "contract learning" or "directed studies/research." They feature one-to-one working relationships between teachers and students on a topic of the student's selection, outside of regular classes, for which academic credit is awarded. These studies may be in the form of library or laboratory research, internships, field study, or some combination of such approaches. Because such study is individualized according to the student's special interests and needs, and involves direction by a faculty member, the words "directed individualized studies" (d.i.s.) are here used as a generic label for such work.

Because of the swift proliferation of d.i.s. programs over the past decade, too little attention has been given to assessing how such study options can and should fit into the regular functioning of institutions. What have we learned about how these programs can and should operate?

The guidelines for d.i.s. contained in this paper represent some of the main research findings of the Faculty Development In Individualized Education Project. These guidelines were conceived through interviews with individual faculty members and students, questionnaire surveys, and reviews of pertinent literature. In some cases the guidelines represent something less than the educational ideals held by the project staff; however, the guidelines do reflect the capabilities and realities of most institutions of education.

The guidelines will probably be of greatest use to persons who are already to some extent committed to the concepts of directed individualized education and who are seeking to further develop such programs on their own campuses. By following these guidelines the development task, while not necessarily easier, should stand a better chance of success.

The guidelines presented in this paper fall under the following headings: 1) supplying rationales for d.i.s. programs; 2) focusing on faculty, in addition to the student; 3) assessing faculty performance; 4) assessing student readiness; 5) assessing the costs; 6) students as researchers; 7) how much academic credit; 8) and agents of change.

Supplying Rationales for D.I.S. Programs

Common sense indicates that students and teachers alike will benefit from greater opportunities for one-to-one association, but the research literature on the topic is easily misinterpreted. As Cross and others have noted, a number of studies report no significant differences resulting from different instructional methods.[1] This is true if one considers only mean scores or averages of student performance. When individual student performance is considered, we find that students do indeed respond differently (in different directions) to different instructional strategies. Persons seeking the development of d.i.s. programs need to be in touch with this literature, some of which is listed at the end of this report.[2]

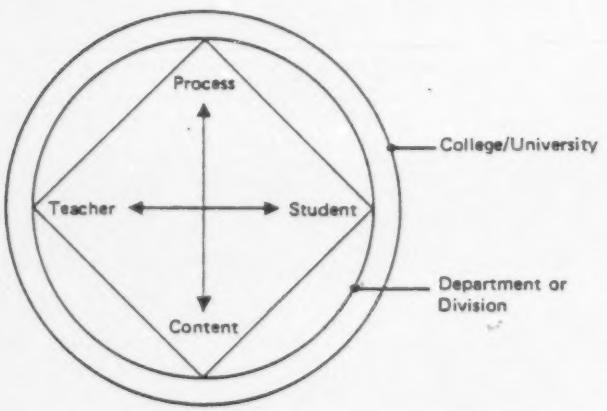
While classrooms form an important part of our pedagogical repertory, directed individualized studies offers special advantages. The FDIEP identified seven such advantages: 1) it is in keeping with our knowledge of

individual differences in cognitive styles; 2) practice is afforded in life-long learning skills such as setting objectives, finding resources, etc.; 3) it is in keeping with what we know about cognitive development, i.e. one's intellectual development over time; 4) it is responsive to concerns for educational accountability; 5) it can provide faculty members with new avenues of personal and professional growth; 6) certain academic fields may reap special benefits by supporting d.i.s. work; and 7) d.i.s. can serve to dramatically counter the pervasive depersonalizing and leveling effects of large complex institutions. A fuller discussion of these supportive arguments can be found in the FDIEP report, "The Case for and Faculty Views on Directed Individualized Study," (August, 1977). The main point is that educators interested in d.i.s. programs must become fully acquainted with these rationales and the complexity of the research literature. The first guideline to be followed is: know the likely effects of the program; know the arguments for and against it.

Focusing on the Faculty In Addition to the Student

The illustration below (Figure I) shows the different axes along which instructional emphases may operate and the surrounding institutional contexts.

Figure I **Axes of Instructional Emphasis and Institutional Contexts**[3]



In contrast to conventional approaches, d.i.s. programs often focus too exclusively on the student and process or content aspects of individualization. They often focus as well on college or university level planning; the teacher and the immediate academic department or division are too often overlooked. Speaking of nontraditional programs in general, one study commission stated, "(they) . . . put the student first and the institution second, concentrate more on the former's need than the latter's convenience. . ."[4]. As a second guideline, program developers need to struggle against their natural urges to exclusively focus on "learning from the learner's point of view." Such a focus can lead to problems, as was illustrated in a recent FDIEP study.

In a study of 1095 faculty[5] responsible for undergraduate instruction at the University of Minnesota, for example, it was found that d.i.s. was the faculty's *least* preferred instructional mode. In addition, the majority of faculty members answered either "no" or "uncertain" to the question, "Does your academic department have policies and procedures for regulating written policies for counting such work as a regular part of a faculty member's professional responsibilities, 81 percent answered "no" or "uncertain." When policies were found to exist at all, in nearly every case they focused on requirements for students. These findings are all the more impressive given that an all-campus policy was on record requiring all units to establish d.i.s. policies.

For the faculty in the study d.i.s. was not an attractive option; they had little guidance or support from their respective academic departments for performing such work; and it appeared unlikely to them that such work would count positively (and might even count negatively) in the department. Managing one-to-one teacher-student relationships in such a setting is bound to be difficult. It appears that emphasis on student advocacy during the 1960s and early 70s however necessary as it was, must now be matched by an equal concern for the faculty.

Returning to Figure I, in the light of the survey data it becomes apparent that the most successful d.i.s. program will fall very near the center of the diagram; the various ingredients of the program must be brought together and this must be done primarily within the institutional sphere most immediately affecting the participants — the academic department.*

*In many cases students need a preliminary orientation to the whole process of doing individualized study work. It is surprising how few students understand the basic practices of setting study objectives, methods of study, timetables, etc. When advising at this level is needed, it is best provided within the academic department itself rather than by an extradepartmental agency. Such advising can conceivably be done by graduate teaching assistants, or even undergraduate assistants, rather than by the faculty members themselves. Faculty members' time and energies are best used for more subject-specific advising, however flexible and "student centered" it may be.

Assessing Faculty Performance

Part of the focus on faculty ought to entail some assessment of how faculty perform in one-to-one work with students. In academic units where such faculty work is not highly valued, however, attempts at assessment are likely to be met with disinterest at best, and outright hostility at worst, with most faculty showing a firm cynicism. Even when d.i.s. is encouraged, assessment efforts still face a number of formidable barriers. Faculty members are aware of the complex nature of teaching and are naturally (and justifiably) suspicious of evaluation instruments — particularly quantitative ones — which purport to accurately assess their effectiveness as teachers. Faculty members also know, through the research literature or by their own intuition, that the popular professor is not necessarily the best teacher.

The FDIEP staff quickly discovered that points of diminishing return are likely to be reached quickly in

such assessment efforts. Thus, as a third guideline, the wisest course appears to lie in an assessment approach that is strictly formative in nature – an approach that focuses on providing information which the individual faculty member can use for his or her own development purposes as a teacher. Attempts to link faculty teaching to promotion and tenure considerations are difficult enough in conventional settings; in d.i.s. programs it will in most cases be impossible. This is not because faculty members disvalue teaching (the data indicate the contrary) or that teachers actually prefer depersonalized work with students, but rather that teaching is often a low institutional priority and teachers know it. The interested reader is encouraged to refer to an earlier FDIEP publication, "Faculty Involvement In Individualized Studies: The Problem of Assessment," which elaborates on this approach.

Assessing Student Readiness

Assessing a given student's readiness to undertake a d.i.s. project, while complex, presents fewer difficulties. Not only is assessment of students more traditional in general, but in d.i.s. work there is an emphasis on students having to accept and demonstrate their self-direction, initiative, and competency. The very acts of thinking through one's study objectives, resources, methods, timetables, and the like, are precisely the skills that d.i.s. is intended to help the student acquire. Thus, as a fourth guideline, each d.i.s. student should be expected to present a written proposal which demonstrates that the study project is thoroughly conceived and is likely to be carried out successfully. The project proposal is the best device for assessing a student's readiness to do d.i.s. work.[6]

A good number of faculty members were found to also want an additional tool for objectifying their judgements of students' readiness for d.i.s. These faculty members indicated that, particularly when dealing with ill-conceived proposals and/or unprepared students, it was often difficult to make a judgement which would be honest and beneficial to the student.[7] In these cases it appears that a fifth guideline should be followed; the faculty member should be given added external guidance and support for making judgement on a d.i.s. request from a student. Such support can be provided by the department in the form of explicitly stated criteria for judging the adequacy of d.i.s. proposals and assessing student's readiness in general for d.i.s. A checklist for making these judgements should be made available by the department to each faculty member. Used with the student, such a tool would be of positive use to both the student and the faculty member.[8]

Assessing the Costs

The study results of the FDIEP leave little doubt that d.i.s. costs more than regular classroom instruction. This is particularly the case when faculty time devoted (as "inload" rather than "overload" work) to d.i.s. is taken away from the time faculty members would otherwise be spending teaching regular classes. The tuition-income loss by teaching fewer regular classes accounts for a considerable portion of d.i.s. programming costs. Such losses can be minimized to some extent by increasing the size of selected regular classes, but this has obvious limitations. It is also conceivable to direct faculty time away from activities other than instruction, such as committee work.[9]

In assessing d.i.s. costs, a number of principles should be followed. The FDIEP found that:

- The department or division should be the unit within which cost-analysis is done. All institution perspectives can result, but the task is easier if smaller institutional units are the framework for analysis.
- Cost should be considered as a *consequence* of educational decision-making, not as an objective in its own right (e.g. "Our objective is to run a program that costs 'X' number of dollars").
- Related to the above, cost analysis should in general avoid using the jargon or concepts of traditional management models, as well as knee-jerk responses to the pressures for "accountability" and "efficiency." Such models are poorly suited to the purposes and activities of education.
- The costs of d.i.s. activity within a department or division can be calculated according to the following formula:

$$C \times (M + N + O) + S + T = \text{Cost}$$

C = Total faculty salararies
M = Percent of faculty time devoted to d.i.s. student contact
N = Percent faculty time spent on d.i.s. paperwork
O = Percent faculty time spent on faculty development
S = Cost of required support services such as clerical
T = Tuition loss caused by reduction of regular classes

As a sixth guideline, while it may be tempting for planners to downplay the cost consequences of d.i.s., it is crucial that such analysis be performed in order to have d.i.s. integrated into the department's regular operations.

Students as Researchers

A seventh guideline holds that advanced level students who are seeking to do d.i.s. work in their major field can, in some instances, be aligned with faculty members to work on topics of the students' and teachers' mutual interest. The FDIEP discovered a few academic units which followed this approach. While some faculty members express concern about "using students" in this way, it would nonetheless be a rewarding experience for a student to work closely with a faculty member on an actual research project. While the student would need some background knowledge of the general research methods used in the discipline, as well as something about the general theoretical orientations of the field, the need for such knowledge would not appear to be extensive. The student's motivation and interest in the topic at hand would be of greater importance.

One of the major shortcomings of classroom instruction is that students perform almost exclusively as receivers of information. Students, at least some of them,

can also serve as resources or partners in scholarly work. Such a change would, in itself, address a number of d.i.s. issues such as providing rewards for faculty who do such work and assessing student preparedness.

How Much Academic Credit?

As an eighth guideline, students should be awarded academic credit for d.i.s. work according to the regular formula of credit used at the institution; one hour's worth of d.i.s. should equal one hour's worth of regular classroom instruction. Detailed study schedules (as provided in the student's initial study proposal) will help ensure that the number of academic credits awarded is in line with existent institutional policy and practice. Even with regular classes, students differ on how much time they need to study to earn a fixed number of credits. Thus it is conceivable that d.i.s., by individualizing the number of credits to be awarded according to the amount of work proposed, may actually come closer to realizing the institutional formula ideal than is possible in regular classes.

Agents of Change

Perhaps the main guideline to be followed in developing opportunities for d.i.s. activity is that actual program development must be done by and with the faculty, not by outside agents for the faculty. Colleges and universities, as many have observed, are "bottom heavy" decentralized organizations, in which the main decision-making is done by the individual faculty member.[10] Efforts can and should be made by persons and agencies (such as the FDIEP) outside of departments to supply needed conceptual frameworks and data for planning, but an approach exclusively relying on institution-wide policies or cries for change are likely to be met with indifference or half-hearted compliance.

The history of d.i.s. program development analyzed by the FDIEP was discovered to be filled with efforts of extra-disciplinary or cross-disciplinary nature, not directly involving regular academic departments. Small and highly motivated and vocal coalitions of students and faculty members pressured for d.i.s. opportunities up to and including baccalaureate degree granting programs based on d.i.s. concepts and strategies.[11] Institutional response often came in the form of establishing temporary "experimental" programs institutionally lodged outside of regular departments, and in the form of all-institutional policies which departments assumedly were to follow. Such approaches, while useful and perhaps even necessary as an adjunct to other efforts, cannot serve and should not be viewed as the core of a program development strategy.

Student groups, extra-disciplinary faculty action groups, central administrators, concerned legislators and citizens, or coalitions representing these constituencies, can and should do what they can to promote individualization in the educational experience. The fact remains, however, that they can only effect short-term changes and climates for change; regular faculty members, within the context of their regular academic roles (in the department or division), retain main control. Anything fundamental and longlasting in the way of change must not merely "include" the faculty; it is the faculty itself that must be the agent of change.

Footnotes

1. Cross, K. P., *Accent on Learning*, Jossey-Bass, San Francisco, 1976, p. 112.
2. See, for example: Chickering, A. W., *A Conceptual Framework for Educational Alternatives at Empire State College*, Empire State College, Saratoga Springs, N. Y., 1976; Feldman, K. and T. Newcomb, *The Impact of College on Students*, Jossey-Bass, San Francisco, 1969; Chickering, A. W., *Education and Identity*, Jossey-Bass, San Francisco, 1969; Cross, K. P., *Beyond the Open Door*, Jossey-Bass, San Francisco, 1971; Perry, W. G., *Forms of Intellectual and Ethical Development in the College Years*, Holt, Rinehart, and Winston, New York, 1976; Hartnett, R. T., "Learning Style Preferences Among College Students," College Entrance Examination Report, RB73-14, February, 1973; Knowles, M., *Self-Directed Learning: A Guide for Teachers and Learners*, Association Press, New York, 1975; Kogan, N., "Educational Implications of Cognitive Styles," in G. L. Lesser (Ed.), *Psychology and Educational Practice*, Scott, Foresman, Glenview, Ill., 1971. In addition, an excellent annotated bibliography can be found in, *Resource Notebook*, available from the Project On Renewal Through the Improvement of Teaching, 1818 R. Street, N. W., Washington, D. C. 20009.
3. A similar model was presented by Virginia B. Smith at the Fall 1976 meeting of the Fund for the Improvement of Postsecondary Education project directors.
4. Cross, K. P. and J. Valley, *Planning Non-Traditional Programs*, Jossey-Bass, San Francisco, 1974, p. 1.
5. Johnson, J. and H. Peterson, "University Faculty and Individualized Education" (mimeo), Faculty Development in Individualized Education Project, University of Minnesota, Minneapolis, November, 1976.
6. Study proposals should include: 1) a statement of the background leading to the proposed study, including the student's own motives and rationales; 2) the specific objectives of the study, typically put in question form (e.g. "The study will answer the following questions:"; 3) a listing of project resource things (if books do a preliminary bibliography) persons, agencies, etc.; 4) specific study methods to be used; 5) a detailed study timetable; 6) specification of the form(s) of the study project's results e.g. research paper, essay, etc.; 7) a statement of the criteria according to which the student's work will be evaluated.
7. And assumedly to the faculty member.
8. The FDIEP has pre-tested such a tool: see "Johnson, J. and H. Peterson, "Assessing Student Readiness for Individualized Study; A Working Model," Faculty Development In Individualized Education Project, University of Minnesota, Minneapolis, August, 1977.
9. See the FDIEP paper, "The Cost of Individualizing Teacher-Student Relationships," *FACULTY*, Number 2, July, 1977, University of Minnesota, Minneapolis.
10. See David G. Brown, "The Supreme Role of Faculty in Planning: Why and How?", in *More for Less: Academic Planning with Faculty Without New Dollars*, Society for College and University Planning, New York, 1975.
11. See D. Shapiro, "The Loophole Effect: A Short History of University College, 1930-1972," University of Minnesota, Minneapolis, May, 1973.

Appendix "F"
January 12, 1977

University of Minnesota Faculty Views On Individualized Education; How the Three Campuses Compare

by

Jeffrey M. Johnson and Howard L. Peterson

As part of the continuing research conducted by the Faculty Development In Individualized Education Project, supported by the Fund for the Improvement of Postsecondary Education, an analysis was made of how the faculty on three different campuses of the University - Duluth, Morris, and the Twin Cities - compared to each other in the way they responded to a questionnaire on individualized education. Earlier project reports (Johnson and Peterson, 1977 and Peterson and Johnson, 1977) provide other forms of analysis of the questionnaire results, particularly status, sex, and academic field correlates of faculty attitudes.

The overall potential sample size on the three campuses was 1870*, and 1095 questionnaires were returned, a response rate of 58 percent. For each of the three campuses, the average numbers of faculty members who responded to each of the questionnaire items were as follows: UMD 125; UMM 45; and TC 736.

Findings

The Population -

Table 1 shows that at UMM significantly more faculty members listed themselves as working in the field of Humanities than was the case on the other two campuses. This fact helps to explain the generally greater expressed

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*Academic staff who were in non-teaching positions were excluded.

interest in teaching at UMM as compared with the other campuses* - a finding quite pervasive in the present study.

Table 2 shows few differences in the sex composition of the faculty between the three campuses. Female faculty are a relatively small minority in each case, with only slightly better representation on the TC campus.

Table 3 shows the TC campus to have a relatively greater percentage of senior level faculty than is the case at UMD or UMM. The UMM campus has the highest percentage of faculty at the rank of Instructor.

In Table 4, the TC campus is found to have a slightly greater percentage of tenured faculty than is the case on the other campuses.

Table 5 shows that on each of the campuses the majority of the faculty members have been at their institution for 10 years or less. These figures vary only slightly by campus.

Table 6 shows no significant campus differences regarding the average number of students that are enrolled in the faculty members' classes.

Sources of Career Satisfaction -

In Table 7, the TC campus faculty are found to express significantly greater career satisfaction from research activity than do the faculty on the other campuses. No significant differences, however, were found in the areas of classroom teaching, advising students, individualized study, university service, community service, or consulting

Table 8 shows the faculty at UMM to express significantly greater uncertainty regarding whether they will complete their academic careers at the University of Minnesota. UMD and the TC faculties are roughly comparable on this question.

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*Numerous studies have demonstrated the relatively greater affection for teaching among faculty in the Humanities.

3.

Table 9 shows that the faculty on the three campuses divide their work time quite differently.* TC faculty spend a significantly smaller fraction of their time engaged in undergraduate teaching compared to the UMD and UMM faculty. The TC faculty give greater portions of their time to research activity. Table 9 itself requires some explanation. For each of the work activity areas except research the given figures represent the means percentage of time faculty expressed devoting to the activity. For research, the overall mean percentage of time faculty on the three campuses expressed giving was 23 percent. The figures for research in Table 9 represent the percentage of faculty who express doing less or more than the average of 23 percent.

Thus, Table 9, in addition to showing that the UMD and UMM faculty members express spending significantly less time on research matters than do the TC faculty, even on the TC campus less than half of the faculty expresses spending as much time as 23 percent. This statistical phenomena no doubt results from the fact that in calculating the overall mean of 23 percent, a number of faculty reported spending much more than that, thus skewing the mean in the higher direction. Indeed, when other measures of central tendency are considered, we find that faculty have a mode of 10 percent of their time which they express spending on research.** Still, regardless of the tool of analysis, the differences by campus remain.

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* All faculty totals are more than 100%.

** It is interesting to note, of 1,045 persons, 96 reported spending more than 50 percent of their time on research.

Views On Promotion and Tenure -

Tables 10 and 26 show marked differences in how faculty from the three campuses view proper criteria for promotion and tenure judgements. UMM faculty are clearly the least research oriented, with UMD a close second, and TC the most. When it comes to teaching the campuses rank in the reverse order, there is little difference, as Table 11 illustrates, in what faculty think are actually applied criteria; all of the campuses acknowledge research and publications to be firmly in the lead.

Attitudes on Directed Studies -

Tables 12 and 13 show little differences regarding the number of directed studies students faculty typically serve on the three campuses. Table 14 shows that faculty at UMD and UMM are more likely to appraise directed studies students' work more highly than do TC campus faculty, but Table 25, which also illustrates faculty satisfaction with directed studies work, shows no significant differences between the campuses.

Table 15 shows few differences regarding whether faculty members favor restricting directed studies work to upper division students; the majority on all campuses favor the idea.

Table 16 shows only the UMM faculty members to nearly be unanimous in its acknowledgement of the existence of policies on directed studies in their respective academic units. Likewise, Table 18 shows that UMM faculty differ markedly in the extent to which they say that such policies are followed. Table 19, however, shows that apparently such policies do not typically govern the number of students with which a faculty member can work. Table 17 shows one effect of UMM policies and faculty attitudes on directed study; a significantly higher percentage of UMM faculty require prospective directed

study students to prepare a written study outline or project proposal before the students are approved for directed study registrations.

Reflecting the faculty members' belief that their involvement in directed studies work isn't counted as a regular part of their job responsibilities, Table 20 shows few differences between the campuses; on each campus the majority of the faculty express the belief that such work is not counted.

Tables 21 and 22 show the UMM faculty to be less self-reliant in terms of who does or who should decide whether a faculty member should work with a given student on a directed studies project. UMM faculty members are more prone to work with others on the faculty in making such judgements than is the case for faculty members at the UMD or TC campuses. Table 23 shows no significant differences between the campuses in terms of whether the faculty members think undergraduates should be required to pursue directed studies projects within their major fields.

Table 27 shows the UMM faculty to be more likely than the faculty on the other campuses to cite "attaining a broad liberal education" as being the most important goal for undergraduates. Learning the basics of an academic discipline is quite less frequently cited by the UMM faculty.

Table 28 shows the TC faculty to be slightly more negatively inclined to agree that students should be allowed academic credit for certain kinds of job-related or life experience. However, the majority of the faculty on all the campuses say that such credit should be awarded only if the learning from the experience is documented and can be related to a regular academic discipline. Interestingly, the UMM faculty expresses the highest degree of support for this view.

6.

It is also interesting to note that, as portrayed in Table 29, the UMM faculty favor equally the reward models of : 1) making directed studies work an integral part of the faculty member's job definition, no extra payment; and 2) relying on the individual faculty member's decisions whether or not to serve; no extra pay or change in job definition. While a majority of faculty members at UMD or TC also favor one or the other of these two models, these faculty show a decided preference for the first. This is particularly the case at UMD.

Finally, the faculty members were asked what mode of teaching they most preferred. Table 30 shows that the majority of the faculty members on each of the campuses preferred a combination of teaching modes. Significantly, only a very small number said they preferred one-to-one independent study.

Summary -

The TC faculty was found to derive greater career satisfaction from research related activities, spend more time on research, and believe greater weight should be placed on research related criteria for making promotion and tenure judgements, than do faculty members at UMD or UMM. Nearly all the faculty, however, acknowledge that research and publications are in fact the most frequently applied criteria.

UMM faculty members are nearly unanimous in their acknowledgement of their respective academic units having policies on directed studies, while far fewer UMD and TC faculty members express that such policies exist in their units. UMM faculty members are also much more likely to express the belief that such policies are actually followed. Nearly all UMM faculty state that they require prospective directed studies students to submit study outlines or project proposals before registration is allowed. Approximately three-fourths of the UMD and TC faculty members had this as a requirement.

UMM faculty show a greater likelihood of going through an academic unit review process involving the unit chairperson and/or faculty colleagues for purposes of approving students for directed studies than is the case at UMD or TC. The data were somewhat conflicting on whether UMM faculty actually preferred this approach, however.

UMM faculty members more often cited "gaining a broad liberal education", rather than "learning the basics of an academic discipline", as the most important goals that undergraduates should possess. The UMD and TC faculty members were more discipline oriented on this count.

No significant differences between the campuses were found regarding the faculty members' preferred modes of teaching; one-to-one independent study work with students was the least preferred mode for all.

No other significant differences were found except that UMM faculty much more frequently are employed in an area of the Humanities than is the case at UMD or TC. UMM also has relatively more faculty members at the Instructor level and fewer at the Professor level than UMD or TC, and UMM faculty are significantly less likely to be certain that they will finish their academic careers at the University of Minnesota.

Table 1 "In Which of the Following Academic Areas Do You Work?

(percent)

	UMD	UMM	TC
Natural Sciences	19	21	26
Social Sciences	20	17	20
Humanities	15	40	15
Professional Schools	12	X	17
Inter-disciplinary Programs	2	X	3
Education	25	17	13
Other	0	0	0

2.

Table 2

Which Are You?
(percent)

	UMD	UMM	TC
Female	16	15	21
Male	84	85	79

Table 3 "What Is Your
Current Academic Rank"

(percent)

	UMD	UMM	TC
Instructor	9	19	9
Assistant Professor	37	25	23
Associate Professor	24	33	24
Full Professor	30	23	41

Table 4

Which Are You?
(percent)

	UMD	UMM	TC
Tenured Faculty Member	68	65	72
Untenured Faculty Member	32	35	28

3.

Table 5 "How many years have you been a faculty member at the University of Minnesota?"

(percent)

	UMD	UMM	TC
1-10 years	61	63	58
Over 10 years	40	38	42

Table 6 "If you are teaching this year, what is the total number of students enrolled in your classes?"

	UMD	UMM	TC
$\bar{x}$ =	114	105	112

4.

Table 7 "Overall, how satisfied are you with the following elements of your career at the University of Minnesota?"

(percent)

	Unsatisfied			Satisfied		
	UMD	UMM	TC	UMD	UMM	TC
Classroom Teaching	7	11	13	93	89	87
Research	57	56	37	43	44	64
Advising Students	25	24	26	75	76	74
Individualized Study	39	35	34	61	65	66
University Service	21	20	26	79	80	74
Community Service	16	23	24	84	77	76
Consulting	33	24	29	67	76	71

5.

Table 8 "Do You Expect to Stay at the U of M for the Remainder of Your Academic Career?"

(percent)

	UMD	UMM	TC
Yes	52	29	51
No	16	17	10
Uncertain	33	54	39

Table 9 "What Percentage of Your Work Week is Devoted to the Following Activities?"

(percent)

	UMD	UMM	TC
Undergraduate teaching $\bar{x}$ =	51	63	33
Graduate courses and seminars $\bar{x}$ =	14	7	19
Advising $\bar{x}$ =	7	7	11
Service to the University $\bar{x}$ =	13	11	16
Community Service $\bar{x}$ =	7	6	10

		Less	More	Less	More	Less	More
Professional Research, Writing, Meetings, Consulting	$\bar{x}$ =	79	21	77	23	55	45

6.

Table 10 "Which of the following do you think ought to be counted most heavily in determining a faculty member's promotion or tenure?

(percent)

	UMD	UMM	TC
Research	6	3	16
Publications	3	3	5
Teaching	77	79	44
Service to the University	1	0	1
Community Service	0	0	0
All of the above, equally	13	15	34

Table 11 "Which of the following do you think actually is counted most heavily in determining a faculty member's promotion or tenure?

(percent)

	UMD	UMM	TC
Research	19	20	26
Publications	70	63	64
Teaching	5	13	3
Service to the University	3	0	1
Community Service	0	0	0
All of the above, equally	3	3	6

Table 12 "How many directed studies (not "y" registration) students do you currently have?"

(percent)

	UMN	UMM	TC
None	47	54	52
One	53	46	48

8.

Table 13 "How many directed studies students do you typically serve in a 12-month period?"

(percent)

	UMD	UMM	TC
None	23	9	25
One	45	73	52
Two Plus	32	19	23

Table 14 "How do you compare the quality of work done by your directed studies students with the students in your regular classes?"

(percent)

	UMD	UMM	TC
Inferior to the work of regular students	6	18	11
Comparable to the work of regular students	42	46	49
Superior to the work of regular students	36	34	23

9.

Table 15 "Do you favor or oppose the idea of limiting directed studies registrations to upper division (junior and senior) level students only?

(percent)

	UMD	UMM	TC
Oppose	23	38	26
Favor	56	53	50
Undecided	21	9	24

Table 16"Does your academic unit have written policies and procedures for regulating directed studies registrations?

(percent)

	UMD	UMM	TC
Uncertain	25	4	34
No	22	0	22
Yes	54	96	44

10.

Table 17 "Do you require students to prepare a written study outline or project proposal before you approve them for a directed studies registration?

(percent)

	UMD	UMM	TC
No	22	9	25
Yes	78	91	76

Table 18 "If your academic unit does have written policies and procedures for regulating directed studies, to what extent are they implemented?

	UMD	UMM	TC
They are seldom followed	2	2	1
They are occasionally followed	13	5	19
They are always followed	54	93	46
There are no written policies or procedures	31	0	34

11.

Table 19 "Does your academic unit have written policies and procedures for regulating the number of directed studies students a given faculty member can monitor?

(percent)

	UMD	UMI	TC
No	74	74	60
Yes	11	2	6
Uncertain	15	24	34

Table 20 "Does your academic unit have written policies and procedures for counting faculty work with directed studies students as part of a faculty member's regular job responsibilities?

(percent)

	UMD	UMI	TC
No	60	56	55
Yes	21	22	14
Uncertain	19	22	32

12.

Table 21 "In your academic unit, who actually decides whether you will or will not work with a given student on a directed studies project?"

(percent)

	UMD	UMM	TC
I decide alone	56	36	65
I decide, subject to the approval of the department chairperson	25	30	25
I decide, subject to the department committee approval	12	5	6
I decide, with the approval of a committee and the department chairperson	7	30	4

Table 22 "In your academic unit, who should decide whether you will or will not work with a given student on a directed studies project?"

(percent)

	UMD	UMM	TC
I decide alone	43	39	55
I decide, subject to the approval of the department chairperson	30	21	28
I decide, subject to the department committee approval	16	7	10
I decide, with the approval of a committee and the department chairperson	11	34	7

Table 23 "Do you feel undergraduates should be required to pursue directed studies projects within their major field?

(percent)

	UMD	UMM	TC
No	52	60	62
Yes	33	30	21
Undecided	15	11	18

14.

Table 24 "How involved do you prefer to be in the design of the student's study outline (project proposal) for a directed studies project?"

(percent)

	UMD	UMM	TC
I prefer to leave the project proposal entirely up to the student	2	2	2
I feel the proposal should mainly be the work of the student, subject to my review and approval	63	60	61
I feel the project proposal should be a collaborative effort (faculty & student)	35	39	36

Table 25 "Overall, have you been pleased or disappointed with the work done by your directed studies students?"

(percent)

	UMD	UMM	TC
Disappointed	13	21	23
Pleased	88	79	76

Table 26 "Do you agree or disagree with the following statement?"

"Teaching effectiveness, not publications, should be the primary criterion for promotion of faculty."

(percent)

	UMD	UMM	TC
Strongly disagree	9	9	16
Disagree w/reservations	12	16	28
Neutral	5	2	7
Agree w/reservations	30	53	33
Strongly agree	46	20	17

Table 27 "Which of the following do you think should be the most important goal for undergraduates?"

(percent)

	UMD	UMM	TC
Attaining a broad liberal education	31	48	34
Learning a specific vocational skill	6	3	3
Learning the basics of an academic discipline	11	5	18
Becoming a self-directed learner	40	40	35
Other	12	5	10

16.

Table 28 "Do you think students should be given academic credit for certain kinds of job-related or life experiences?"

(percent)

	UMD	UMM	TC
No.	13	14	22
Yes. Some experiences (e.g. military service, Peace Corps, Vista) should be credited	8	7	4
Yes, but only if learning from the experience is documented	25	21	24
Yes, but only if learning from the experience is documented and can be related to a regular academic discipline	55	59	51

Table 29 "Of the following, which plan do you favor for rewarding faculty who work with students on directed studies projects?"

(percent)

	UMD	UMM	TC
Direct remuneration to the individual faculty member above their base salary (like extra pay for teaching an Extension Course)	20	13	20
Remuneration to academic departments	5	2	4
Make such work an integral part of the faculty member's job definition, no extra payment	60	37	42
Rely on individual faculty member's decision whether or not to serve; no extra pay or change in job definition	12	37	28
none of these	4	11	5

17.

Table 30 "What mode of teaching do you most prefer?"

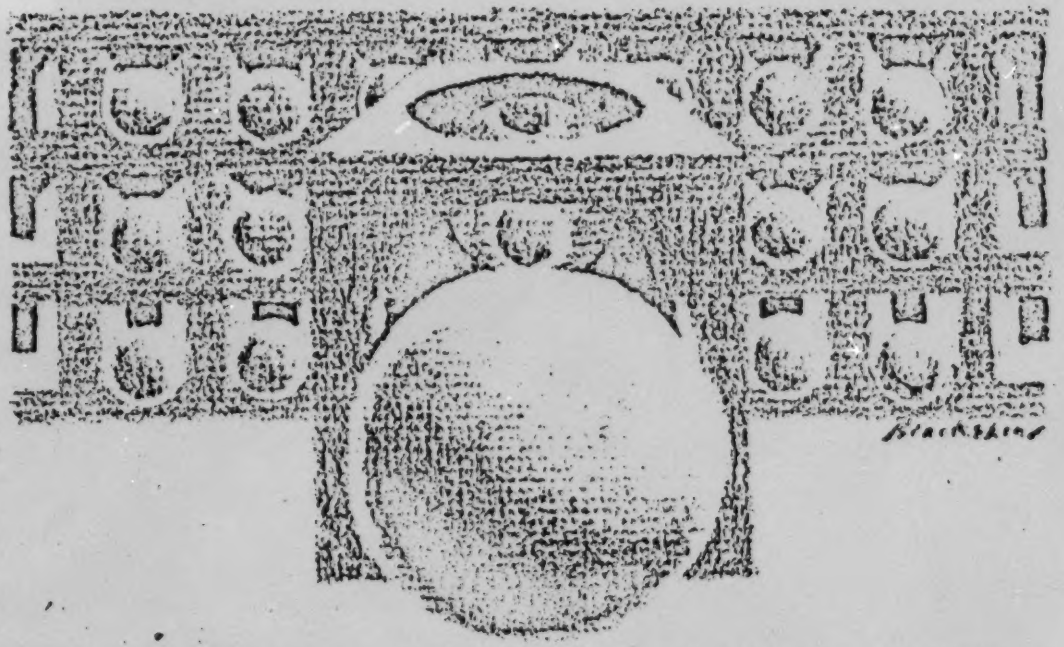
(percent)

	UMD	UMM	TC
Class Lecture	10	9	14
Small seminar	20	24	26
One-to-one in independent study	3	2	4
Combination of the above	64	62	54
None of the above	3	2	3

Individualized education for undergraduates

Nov. 16 1977 p. 7

By JEFFREY N. JOHNSON



The days of Old Chips—the good fellow who really cared about his students—or Mark Hopkins on one end of the log and the student on the other, certainly are images that beg to be laid to rest. They smack of paternalism and present-day students should object. At the same time there is an ever-growing wealth of research showing the benefits of individualizing and personalizing the undergraduate's educational experience.

One particular form of individualized education is variously termed "directed studies," "directed research" or "contract learning." Let us, for purposes of convenience, label these Directed Individualized Studies (DIS), because they involve a student working on an individually-tailored study project under the direction of a faculty member. Such study can be in the form of library or laboratory-based research, field study, service learning internships, study-travel and the like. The potential benefits of DIS are well documented.

First, as K. Patricia Cross ("Accent on Learning," 1976, p. 112) has observed:

"It takes no special knowledge of research to recognize that we all have characteristic "styles" of learning. Some people do their best learning in interaction with others . . . some by watching, some by listening, some by reading the manual of instructions . . . some systematically and methodically; others are more intuitive and global."

Second, DIS affords the student opportunity for creative learning

Culture," 1969) has termed modern society a "technocracy" dominated by experts wherein nothing is simple or readily apparent. While faculty members are experts (or at least ought to be) in their respective fields many things—particularly the things we should be teaching and learning in college—are not in fact simple nor readily apparent. It remains true that a college or university which relies on a teacher-as-expert and student-as-consumer-of-expertise model will do little to reinforce students' individuality and individual worth, self-direction and creativity, and other qualities of liberal thought and scholarship.

Why then do we find that only about 6 percent of the undergraduates at the University pursue DIS work each year? Surely more undergraduate students than this would receive marked benefits from working one-to-one with a faculty member on an individualized study project.

The causes for the above are numerous and complex. By exploring the causes perhaps better ways can be developed to provide more and better DIS opportunities for undergraduates.

We must first acknowledge that many undergraduates in a large public university are not particularly well equipped to undertake study which requires high levels of self-direction. These students aren't necessarily dullards; they are the natural product of an educational system

fits lost (to them) when they allow their time and energies to be consumed by individual students.

The same survey found that only 3 percent of the faculty believes that teaching in general is most heavily counted in promotion and tenure considerations. Faculty views on individualized education can be properly viewed as a magnified version of faculty views on teaching in general. Thus, it is interesting to note that 50 percent of the faculty surveyed expressed the belief that teaching should count the most.

But to bemoan the relative low priority given to teaching offers little to people concerned about individualiz-

operandi. The pushes and tugs of the moment, the interpersonal relations of department colleagues, topical and procedural pedagogical fads (e.g. team teaching, competency-based instruction, alternative futures classes, and so forth) are more germane to an understanding of how and why universities operate as they do than is an understanding of research findings on program development or, say, styles of learning.

Furthermore, in periods of economic abundance when jobs are relatively easy to find and fiscal resources are readily available, students, faculty members and institutions will find it easier to become involved in nontra-

lation. As one faculty member at a recent workshop on individualized education said: "Questions, questions, problems, problems; when do we get on to the answers?" Well, one answer would be to simply accept the nature of the public university as it is, warts and all, acknowledging its strengths and weaknesses, and make our accommodations. For those not content with such a strategy there are a few things to keep in mind.

The tensions between teaching or research and the general response that the good teacher must also be a researcher and vice versa, may very well be outdated shibboleths. As William Arrowsmith suggests in "The Future of Teaching" (1967), contemporary forms of research as practiced in large universities often have little if any-

"We must first acknowledge that many undergraduates

APPENDIX "G"

are well documented.

First, as K. Patricia Cross ("Accent on Learning," 1976, p. 112) has observed:

"It takes no special knowledge of research to recognize that we all have characteristic "styles" of learning. Some people do their best learning in interaction with others . . . some by watching, some by listening, some by reading the manual of instructions . . . some systematically and methodically; others are more intuitive and global."

Second, DIS affords the student opportunity for practice in setting learning objectives, identifying resources, setting (and following) timetables among others; these are the skills of "learning how to learn" for lifelong learning.

Third, students differ from one another in terms of their levels of intellectual development, ranging from dependency and relative simplicity at one end to autonomy and complexity at the other. DIS accommodates these differences while facilitating the student's movement toward the higher stages of intellectual development so often posited as a main feature of a college education.

Fourth, and finally, DIS can serve to counter the depersonalizing and lending effects of mass society in general and large college and university systems in particular. Theodore Roszak ("The Making of a Counter

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the causes perhaps better ways can be developed to provide more and better DIS opportunities for undergraduates.

We must first acknowledge that many undergraduates in a large public university are not particularly well equipped to undertake study which requires high levels of self-direction. These students aren't necessarily dullards; they are the natural product of an educational system which early on fosters a student-as-consumer mentality. Perhaps this observation should be used to support a requirement that all undergraduates do some DIS work. But as it stands, the nature of the student body limits the ease with which DIS programs can be carried out.

Also, in a recent survey of 1970 University faculty members of all forms of instruction (lecture, seminar, and others), individualized one-to-one work with undergraduates was cited as the least preferred mode of instruction. No doubt this finding reflects the faculty's awareness of being the student's educational experiences. Let us look further into the problem.

counted in promotion and tenure considerations. Faculty views on individualized education can be properly viewed as a magnified version of faculty views on teaching in general. Thus, it is interesting to note that 30 percent of the faculty surveyed expressed the belief that teaching should count the most.

But to bemoan the relative low-priority given to teaching offers little to people concerned about individualizing

and so forth) are more germane to an understanding of how and why universities operate as they do than is an understanding of research findings on program development or, say, styles of learning.

Furthermore, in periods of economic abundance when jobs are relatively easy to find and fiscal resources are readily available, students, faculty members and institutions will find it easier to become involved in nontraditional forms of teaching and learning. Present-day financial situations present real problems for those concerned about individualized education. For the institution, "It's too expensive"; for the faculty member, "It won't help me get into graduate school, which I've got to do."

> **"We must first acknowledge that many undergraduates in a large public university are not particularly well equipped to undertake study which requires high levels of self-direction. These students aren't necessarily dullards; they are the natural product of an educational system which early on fosters a student-as-consumer mentality."**

A third factor mitigating against individualized education is that rarely is institutional functioning in general, and instruction in particular, grounded in theory or the results of educational research. There is not a lack of theories or data; there is a wealth of it. It simply isn't often applied in practice. Regarding patterns of institutional development in general, institutions such as universities are quite "bottom heavy"; highly logical institutionwide planning isn't the modus

Each of these factors auger poorly for the future of widespread individualization in a large university setting; taken together they yield a seeming inconvertably bleak picture. Need it be so? Not necessarily, but probably. Those faculty activities that yield outcomes which accrue to the benefit of the department and college or university will be those which are rewarded. The outcome of "good teaching" viewed as somehow less tangible than having a prestigious faculty as measured by scholarly productivity (e.g. number and types of publications and grants obtained). In any event, even if it was proven conclusively that individualized education would produce high numbers of illustrious graduates, such benefits are often too remote, too delayed in effect, except possibly for the Harvards, which have long-standing traditions in these regards.

But, again, it does little good to paint such a bleak picture only to toss it on the rubble heap of idle specu-

nature of the public university as is, warts and all, acknowledging its strengths and weaknesses, and make our accommodations. For those not content with such a strategy there are a few things to keep in mind.

The tensions between teaching or research and the general response that the good teacher must also be a researcher and vice versa, may very well be outdated shibboleths. As William Arrowsmith suggests in "The Future of Teaching" (1967), contemporary forms of research as practiced in large universities often have little if anything to do with undergraduate students or the teaching of them. Nisbet in "Conflicting Academic Loyalties" (1967), puts it succinctly: "For plainly, much that passes under the name of research—including most of the consultative activities that today spring from the university's altered role in society and from the professionalization of academic discipline—does not require teaching, in fact finds teaching to be a vocational at best, distractive at worst. The reason lies in the massiveness and character of more and more of the research that is done in the universities." Teaching and research would both benefit from an acknowledgement of their incompatibilities.

The centers of university power are the departments; it is there that the teaching-research emphases are determined. If enhancement of teaching is going to occur, it will either happen there or in newly created departments having equal stature and funding, composed only of faculty (or, at least mainly) and devoted to teaching. On observing departments poor and worsening track records, perhaps we should seriously consider the latter. In any case, small-minded piecemeal approaches won't do it.

We must also remember that there certainly exists an invisible population of faculty members and students who seriously (perhaps desperately) want more individualized opportunities for teaching and learning. The need is to make this population visible, make it vocal and energetic in pursuit of its aims. This involves building group identities and a community consciousness among those concerned. Such group-building is more important than any other specific academic reform.

APPENDIX "H"

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THE COST TO COLLEGES OF INDIVIDUALIZING TEACHER-STUDENT RELATIONSHIPS

Jeffrey N. Johnson and
Howard L. Peterson

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The Cost To Colleges Of Individualizing Teacher/Student Relationships

JEFFREY N. JOHNSON *and* HOWARD L. PETERSON

WHILE THE IDEAL student/teacher ratio may be in the form of Mark Hopkins on one end of the log and the student on the other, one critic has observed, "One thing that history never told us is whether Hopkins would meet with his student all day long, five or six days a week (thereby creating as many as forty to fifty student contact hours), or at infrequent and unscheduled 'class' meetings."[1] The financial exigencies presently facing postsecondary educational institutions leave the proponents of individualizing teacher/student relationships in a difficult position. While the case for such individualization has been forcefully articulated by Cross, Chickering, Knowles, Postman and Weingartner, and many others, it is generally assumed that the costs are prohibitive.[2] Given the large proportion of funds which is expended on faculty salaries—one full professor alone costs somewhere between three-quarters of a million and one million dollars over thirty years—many administrators and government officials, along with a number of taxpayers, want to see the faculty member get off his or her log and into a large lecture hall as quickly as possible.

Little is known, however, about the cost consequences of individualizing teacher/student relationships at the undergraduate level. Whatever the intrinsic merits of lower student/teacher ratios, a conceptual and analytic framework for determining the costs of individualization within traditional undergraduate institutions is

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1. Rexford Moon, "Beating the High Cost of Low Ratios," *Efficient College Management*, ed. William W. Jellma (San Francisco: Jossey-Bass, Inc., 1970), p. 74.

2. K. Patricia Cross, *Accent On Learning* (San Francisco: Jossey-Bass, Inc., 1976); Arthur M. Chickering, *A Conceptual Framework for Educational Alternatives at Empire State College* (Saratoga Springs: Empire State College, 1976); Malcolm Knowles, *Self-Directed Learning: A Guide for Learners and Teachers* (New York: Associated Press, 1975); Neil Postman and Charles Weingartner, *Teaching As A Subversive Activity* (New York: Dell Publishing Company, Delta Books, 1971).

sorely needed. The present paper provides such a framework along with a number of specific formulas that any given curricular unit can use to determine such costs.

The specific form of individualized education treated in this framework is generally known as "contract learning," or what we prefer to call directed individualized study (DIS). This involves the teacher and student working together one-to-one on a study project of the student's choosing which is outside of prescribed class requirements and for which academic credit is awarded. Directed individualized study projects may be in the form of library or laboratory-based research, field study, internship, or some combination of these approaches.

Cost As A Consequence

In the present framework, cost is viewed as one consequence of individualization rather than as an objective. Thus viewed, cost takes its place alongside other consequences of an educational strategy. Too often, particularly during these days of concern for efficiency and accountability, cost is viewed as an objective in its own right, for example, "Our objective is to run a program that costs no more than 'X' number of dollars," or, "The objective is to cut program costs by 'X' percent." As Hoenack et al. have observed, "Today's university manager is concerned less with the budgetary consequences of educational decisions than with the educational consequences of budgetary constraints."[3] These views do little to assert the legitimate educational concerns of our institutions. Both Pace and Apple have persuasively argued that cost evaluation involves placing a value on what it is that one is buying; cost is one consequence of making operational one's values.[4] As Martin observed:

> The public clamors for accountability. Research cannot help in this area until there is some measure of agreement about that toward which educational institutions are to be held accountable. The public clamors for efficiency. But research cannot evaluate efficiency without measures of effectiveness. There can be no criteria of effectiveness without a cultural

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3. Stephen A. Hoenack, Patrick D. Meagher, William C. Weiler, and Ronald C. Zilligitt, "University Planning, Decentralization and Resource Allocation," *Socio-Economic Planning Science* 8 (1974) :257-272.

4. C. Robert Pace, *Thoughts On Evaluation In Higher Education* (Iowa City: American College Testing Program, 1972); Michael Apple, ed., *Educational Evaluation: Analysis and Responsibility* (Berkeley: McCutchan, 1974).

rationale, a community consciousness, out of which the norms build.[5]

The pressures for accountability, while linked to broad social phenomena involving demographic as well as economic elements, can also be related to the educational community's general failure to assert its valid mission of helping students toward individual self-realization.

The Department As The Unit of Analysis

While central administrators, students, or others outside of the regular academic faculty may call for the individualization of teacher/student relationships, the responsibility of anticipating the cost consequences of individualization primarily rests within the departments (or divisions) themselves. While all-college or all-university missions may or may not be clear and while budget requests must be formulated within accepted categories and formats, it is the individual curricular unit that is the proper context for such cost analysis, at least in most of the preliminary stages. This is true for a number of reasons.

First, curricular units differ from one another in terms of their special instructional missions, talent pools of faculty and students, and so forth. It is difficult to accommodate such differences when forming all-institution policies and procedures for cost accounting.

Second, the dollar figures stay relatively small. Large numbers can have a certain numbing effect, making it difficult to see clearly the cost consequences of a given educational strategy. This becomes particularly important in very large institutions where a single academic department may have as many faculty members and students as exist in an entire small college elsewhere.

Third, refinements and alterations in the budgeting process are more immediately linked with actual programing developments. The negative impacts of inaccurate cost predictions can be reduced or avoided altogether if the problem is detected early and immediate alterations in programing are performed.

The outcomes of failing to address cost consequences at the departmental level were graphically illustrated in recent studies of undergraduate programs conducted at the University of Minnesota.[6] In 1969 a proposal was passed by the University Senate which

5. Warren B. Martin, "Institutional Priorities," *Efficient College Management*, ed. William W. Jellma, (San Francisco: Jossey-Bass, Inc., 1970), p. 28.

6. Jeffrey N. Johnson and Howard L. Peterson, "University Faculty and Individualized Education," mimeographed (Minneapolis: Faculty Development In Individualized Education Project, University of Minnesota, 1976).

called for encouraging and counseling students to draw up proposals for courses of study or research beyond the prescriptive confines and coverage of a specific course or series of courses; securing faculty to work with students on such projects; and providing facilitative services to bring together students and faculty who were interested in attempting such experiences.

Four years later, in 1973, the senate stipulated a number of additional requirements for individualized teacher/student work: contracts for each study project should be written; contracts should be reviewed and approved by the department chairperson; changes in the contract should be reviewed and approved by the department; all departments should have course numbers for students to register for such individualized work; and departments could make these policies more, but not less, restrictive.

The Minnesota study found, however, that less than half of the undergraduate academic units surveyed reported that they had formal policies on directed individualized study. When policies did exist, most often they were in the form of guidelines for students, rather than the faculty, and there was found in no case any systematic (or for that matter, unsystematic) attempt to determine and build into budgets the cost consequences of such activity. As one faculty member observed, "No budget ever reflects funds for this type of instruction."

The failure to deal with the cost consequences of directed individualized study resulted in a system which was quite costly in human terms: some faculty members became involved and many of these "burned out" over time because their services went unnoticed and/or unrewarded; students frequently found it difficult to locate suitable and willing faculty members with whom to work; and the quality of faculty work generally went unexamined.

The following sections of this paper present a number of formulas which any given curricular unit within a traditional institution can use to determine the cost consequences of implementing one type of directed individualized study program. A number of formula variations are also considered. The last section of the paper examines a number of related considerations in determining the cost of directed individualized study.

Formulas for Cost Prediction: A Case Study

Let us consider the case of a department of psychology that wishes to individualize a portion of its undergraduate program. The department is part of a university and has 400 students (juniors and seniors) who are majoring in psychology and ten faculty mem-

bers who are responsible for undergraduate advisement and instruction. The average student load is four courses per quarter, and students must complete a total of 180 quarter credits for the baccalaureate degree with a minimum of 35 credits in their major field. Courses vary from 3 to 5 credits each, although directed individualized study projects may count more. Of the department's ten faculty members, five are full professors, earning $25,000 each; two are associate professors with salaries of $23,000 each; two are assistant professors at $20,000; and one is at the instructor level, earning $16,000.

The department has decided to require undergraduate majors to complete a total of twelve credits of directed individualized study work over their junior and senior years, six credits required in the junior year and six in the senior year. In this example 2,400 DIS credits would be awarded each year. At the college standard of $15 per credit, this yields $36,000 of tuition over four quarters. Previous research at the college showed that for the typical DIS project the student and faculty member will meet together five times per project, with each meeting lasting roughly thirty minutes.[7] This yields a total for each faculty member of 200 meetings, or 100 student contact hours, assuming that the DIS teaching load is shared equally among the faculty.

If it is assumed that the typical faculty member works fifty-five hours per week, forty-eight weeks per year, the amount of time devoted to DIS would be approximately 4 percent of his or her time.[8] Adding the time the faculty member would spend reading students' study proposals, progress and final reports, and the like, assuming four hours per week, the faculty member would be spending approximately an additional 7 percent of his or her time on DIS for a total of 11 percent. If an additional thirty minutes per week were spent on faculty development efforts pertaining to DIS, the total would be approximately 12 percent of the faculty member's time for a total of 307 hours.

The pertinent data for the case study are summarized below:

A – Number of student majors: 400
B – Number of faculty members: 10 (five full professors, two associate professors, two assistant professors, one instructor)
C – Total faculty salaries: $227,000
D – DIS credits required per year: 6 credits

7. Within a range of three to six credits per project, contact time does not appear to significantly vary. The present hypothetical model assumes each project is awarded six credits.

8. Jerry Gaff, *Toward Faculty Renewal* (San Francisco: Jossey-Bass, Inc., 1975), p. 147.

E – Cost per credit (tuition): $15 per credit
F – Total DIS credits awarded annually: 2,400
G – DIS annual tuition income: $36,000
H – Average number of meetings per DIS project (student): 5
I – Average meeting time: 30 minutes
J – Number of DIS students per faculty member: 40
K – Total DIS student/faculty contact hours per faculty member: 100 hours
L – Total faculty work hours (48 weeks x 55): 2,640 hours
M – Percent faculty time spent in DIS student contact: 4 percent
N – Percent faculty time on DIS paperwork: 7 percent
O – Percent faculty time on faculty development: 1 percent
P – Total percent faculty time on DIS: 12 percent
Q – Total hours devoted to DIS per faculty member per year: 317

Given these basic data, one can now calculate the cost consequences of the department's proposed directed individualized study program. At the simplest level, the following formula can be used:

$$\text{Program Cost} = C \times (M + N + O) \qquad (1)$$

or

$$\$27{,}240 = \$227{,}000 \times (.04 + .07 + .01)$$

If the department decides to add one full-time coordinator for the program at the instructor level plus a half-time secretary, these added costs can be listed under item "S" for "support services" and the formula then is as follows:

$$\text{Program Cost} = C \times (M + N + O) + (S) \qquad (2)$$

If the coordinator (instructor) costs $12,000 and the half-time secretary costs $4,000, the cost for the program would be $43,240.

Given the above, if the department wanted to "break even" on its directed individualized study program, it would need to charge approximately $18 per DIS credit, $3 more than credits for regular classes. However, it should be noted that in practice few educational programs are, or are expected to be, self-supporting. Student tuition fees generally approximate 25 to 30 percent of operating costs. While a DIS program could be done for less, the relationships between such "economizing" and educational outcomes must always be examined.

Regular Assignment or Overload?

In the previous section it was noted that 12 percent of faculty members' time would be devoted to DIS. For the department to implement its plan, it is necessary to answer the question whether

the 12 percent is time "in addition to" or time "away from" the faculty's existing professional responsibilities. Clearly the latter perspective will better serve the aim of developing a vital and legitimate educational program; "overload" for too long has been the watchword for faculty involvement in directed individualized study.

But, time "away from" what? Let us say that the ten faculty members in our example each spend forty hours per week directly on all aspects of student instruction.[9] This typically involves teaching two courses (one undergraduate and one graduate) per quarter with an average of fifty students per course, including nonpsychology majors. If each course is offered for three credits at $15 per credit, a tuition total of $180,000 per year is yielded. Each course takes about twenty hours per week of a faculty member's time. The 12 percent time devoted to DIS adds up to a little under five hours per week which will be taken away from the total of forty hours per week the faculty member has available for instruction. The net result is that the regular curricular offerings of the department would have to be reduced by roughly two regular courses for each quarter, resulting in a tuition income loss of $18,000 for the full year and a student headcount loss of 400 per year from regular classes. This amount can be added as "foregone tuition earnings" in the budget. This gives an additional formula which includes the cost incurred by taking faculty time away from regular instruction:

$$\text{Program Cost} = C \times (M + N + O) + (S) + (T) \qquad (3)$$

In formula 3, T represents the foregone tuition earnings caused by faculty time taken away from regular classroom instruction. The total cost of the program under this formula is $61,240, with a cost per DIS credit of approximately $25.50 or 41 percent higher than regular instruction.

If, however, tuition earnings resulting from the 2,400 DIS credits registered for under the new requirement are figured into the formula, $36,000 (that is, $15 x 2,400) can be subtracted from the program cost. Thus the department would spend only $25,240 for its DIS program, only $10.52 per DIS credit, which is roughly 39 percent less than credits for regular classes. This would seem to provide support for proponents of DIS.

However, the above can be misleading. If the faculty spends 15 percent rather than 12 percent of their time on DIS, the cost per DIS credit rises to $13.35. At 20 percent the cost rises to $18.08. Costs will also vary according to the average size of regular classes,

9. This includes reading student papers, advisement and curriculum development, in addition to in-class contact hours.

faculty rank of those involved in DIS work, and other variables which are discussed in the next section of this paper. Furthermore, and perhaps most important, budgetary allocations are rarely, if ever, made solely on the basis of precise or logical formulas. Headcounts and tuition income form only a part of the picture. Curricular considerations are of at least equal importance. Would the department in the case study actually be willing to reduce its regular curricular offerings by two classes per quarter? What would be omitted?

Directed individualized study is not an inexpensive option in dollar or curricular terms if the faculty time needed is taken away from regular course instruction. An alternative would be to look at other categories of faculty activity from which the time needed for DIS might be taken.

Cost Adjustment Curves

The formulas just provided exhibit a number of the cost effects of individualizing education within a given academic unit. It should be clear that in actual unit planning the administrator is faced with a number of decisions which must be made within the context of certain unit characteristics which vary from unit to unit, and which vary according to each administrator's personal judgment. In order to incorporate these variations into the DIS cost-analysis framework, it is useful to think in terms of Cost Adjustment Curves (CAC) which illustrate the relationships between certain program inputs and outputs.

In Figure 1 the CAC hypothetically shows the relationship between average class size and the cost of implementing a DIS program of the type previously discussed, counting foregone tuition earnings or tuition generated. The figure shows that as average size increases, the cost of the DIS program correspondingly increases due to the larger number of students lost by directing faculty time away from regular class instruction. If average class size is 100 rather than 50 students the cost per credit rises to $25.51. At 200 students the cost is $33.00 per DIS credit or 2.2 times more expensive than regular classroom instruction. Thus, it is precisely those institutions with the largest classes and (theoretically the greatest need for individualization) which suffer most financially from implementing a DIS approach. Or, another interpretation is that cancelling large classes to make room for DIS is not cost effective if one is counting foregone tuition income as part of the DIS program's cost.

Figure 2 shows the relationship between the rank of faculty members engaged in DIS work and the cost of the DIS program.

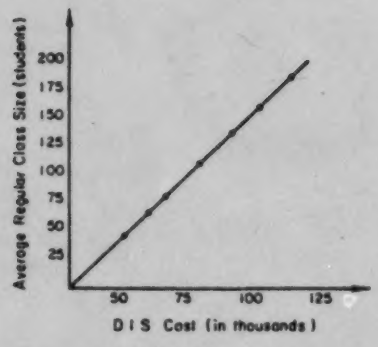

FIGURE 1
COST ADJUSTMENT CURVE
FOR CLASS SIZE

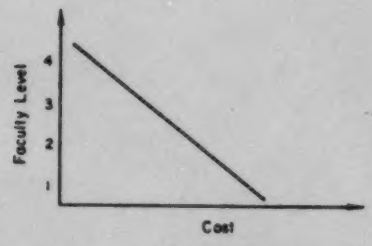

FIGURE 2
COST ADJUSTMENT CURVE
FOR FACULTY RANK AND
DIS PROGRAM COST

This is based on the assumption that most large undergraduate courses are taught by level one (instructor) and level two (assistant professor) faculty, with senior faculty devoting more of their time to smaller seminars, graduate instruction, and research activity. As the figure shows, the cost of implementing a DIS program rises as the utilization of lower level faculty for DIS work is increased. Even though the salaries of level one faculty are lower, the cost is greater in real terms because of the time and students lost from regular courses with large enrollments.

Thus, it may be in the best fiscal interest to rely more heavily on senior level faculty for DIS work. This is not to suggest that graduate level and small seminars are not to be valued; to the contrary, such activity is directly related to an institution's judged quality. Rather Figure 2 shows that in real dollar terms, faculty members' salary differences have less impact on the cost of developing a DIS program than do differences in the way faculty members spend their time. The department chairperson will not save money by relying on junior faculty for DIS work.

Figure 3 illustrates the relationship between the rate of DIS program cost increases and variations in the number of DIS credits required of subject majors. Rather than rising in a linear manner, DIS program cost increases related to credit requirement increases rise at variable rates. The curve reflects two facts: (1) faculty time required for DIS work does not increase proportionately with each added credit; faculty time, within certain credit ranges or limits, is more directly determined by the number of study projects for which he or she is responsible; faculty time expenditures increase more rapidly in the upper ends of credit ranges for DIS and (2) support services for the DIS program can likewise be expected to increase

only as certain "critical levels" are reached. Points A, B, and C represent those areas of the curve which are probably the most cost efficient, maximizing the number of credits awarded with the least cost.

Building from Figure 3, the probable effects of a policy to restrict the maximum DIS credits allowed per project to three is illustrated. This results in increasing the number of projects for which each faculty member is responsible and therefore increasing the percentage of faculty time. Such an administrative judgment is shown in the curve in Figure 4. The CAC shows a complex relationship between credits allowed per project and DIS costs. The curve is built on the assumption that at and below line A costs are primarily a function of the number of study projects a student must pursue (at least two) under the new policy and still meet the six credit annual requirement. Above the line cost increases are more related to the faculty member's assumed increase in time spent with DIS students. Higher credit maximums, allowing students to complete the two-year twelve DIS credit requirement within one year would be clearly less expensive than restricting students to three credits per project and only mildly more expensive than the existing six credit requirement. In this example, the department chairperson is faced with the necessity of making a value judgment regarding quality control. The CAC in Figure 4 will help determine some of the likely cost consequences of the different judgment alternatives.

Summary

The "cost effectiveness" of faculty involvement on a one-to-one basis with students is about as difficult to measure as the "cost effectiveness" of faculty time spent on committee work; either

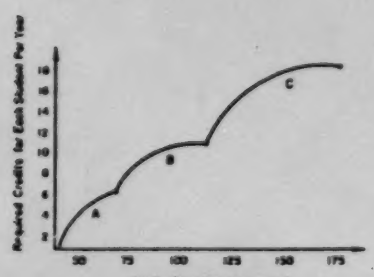

Figure 3
Cost Adjustment Curve for Credit Requirement

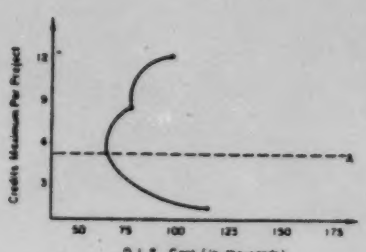

Figure 4
Cost Adjustment Curve for Credit per Project Maximums

choice represents one's value orientation more than one's cost consciousness. Still, the cost consequences (along with other educational consequences) must be addressed. Through such assessment, educators, students, and the public at large have a new opportunity to reexamine some of the key elements and purposes of their educational institutions.

The present paper has presented one model for assessing the cost consequences of individualizing programs within a regular academic department. Cost consequences of various department characteristics and administrative judgments were considered. When considered as normal faculty activity, DIS work clearly is more expensive than standard class instruction. This does not look favorable for DIS prospects given the present and foreseeable future state of fiscal restraint at most of our postsecondary institutions. If such work is to be implemented, planners must be highly imaginative in their use of resources. Individualized approaches still might represent a "good buy" in educational terms, but unless alternative resource-use plans are implemented, it is likely to become a moot point; it will simply be an "impossible buy" in strict dollar terms.

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Assessing Student Readiness for Individualized Education

Faculty Development In Individualized Education Project

This paper presents some ideas on assessing student readiness in individualized study projects. The term *directed individualized studies* (d.i.s.) is used here to describe a variety of opportunities available at colleges and universities for undergraduates to receive academic credit for work on study projects of the student's choosing, outside of prescribed class requirements, and under the personalized guidance and direction of a faculty member.

There are a number of arguments in support of making d.i.s. opportunities available to undergraduates. For all in its favor, however, d.i.s. does pose a few unique problems for the faculty member. One problem is determining if a student is prepared to undertake a d.i.s. project. Another is determining whether the faculty member is the one most appropriate to serve as the project advisor.

During several focused interviews, University of Minnesota faculty members were asked how they decided whether or not they would work with a student who had approached them for help with a study project. While many of the faculty members said that it mostly depended on whether or not they had the time to spend, a number of others said they used an informal screening process. Although faculty members used somewhat different criteria, their concerns seemed similar. They were concerned with the student's track record: "Has the student taken course work in the area? Has the student ever done any independent study? Has the student received many incompletes?" Most faculty also wanted to know why students had asked them to serve as project advisors: "What does the student know about my research interests? My teaching interests?" The primary concern of most faculty members interviewed was the student's project proposal: they wanted to know why the student felt the project was worth undertaking; what the study objectives and questions were; what resources and materials would be needed by the student; what the work schedule would be; what form the results would take (paper, etc.); and what criteria would be used in evaluating the work.

One thing these faculty members had in common was that they generally reported a high degree of satisfaction with the student's d.i.s. work. On the other hand, the faculty members who were less rigorous in screening students were more likely to report that the quality of d.i.s. work by students was uneven.

Throughout these interviews faculty members repeatedly expressed a need for better, more systematic ways of assessing any given student's preparedness to undertake a directed individualized studies project. The Faculty Development In Individualized Education Project (FDIEP) responded to these requests by developing an instrument which was tentatively named the *Student Preparedness for Individualized Learning Inventory* (SPILI).

Basically, the instrument was a check list comprising a number of the items that the faculty identified as being important factors in d.i.s. work. The list included the following:

- How familiar is the student with instructor's *teaching* interests?
- How familiar is the student with instructor's *research* interests?
- Does the proposed study project fall within the student's major area of study?
- Is the subject matter of the proposed study project covered in regular course offerings?
- Has the student written a study project outline (proposal)?
- If a project outline has been written, how well treated are the following elements:

- rationale for doing the project
- definition of study questions and/or study objectives
- identification of study materials or resources
- explanation of study methods
- provision of a study timetable
- description of the form of project results, e.g., written paper, photo-essay, etc.
- specification of criteria for evaluating the student's work.

- Has the student previously studied the proposed topic, either in regular classes or independently?
- How many credits of work has the student previously completed in the general subject area (field) in which the proposed topic resides?
- Does the student have a clear understanding of the instructor's responsibilities?
- Has the student taken regular course work from the instructor?
- Has the student previously completed any individualized independent study projects?
- How many incompletes has the student taken in previous course work?

During spring quarter, 1977, a pre-test of the SPILI was conducted in order to determine if the instrument fairly and accurately assessed student readiness to do directed studies work.

The results of the pre-test were disappointing. The teachers and students who participated in the pre-test had mixed reactions to the SPILI. A small number of faculty members who used the instrument felt it was very useful to them in assessing if a student was prepared to undertake a d.i.s. project. Most, however, were less enthusiastic.

First, a number of teachers said they felt that the use of quantitative instruments to assess student readiness to do individualized study was inappropriate and impersonal. Some said that it added an unnecessary layer of red tape.

Second, it is certain that some faculty members were reluctant to participate in pre-testing the SPILI when their individualized work with students is on an overload basis and for which they receive no institutional recognition or reward.

Third, the FDIEP staff has found that many faculty and students are generally threatened by instruments, processes, etc., that appear to be evaluative. While the FDIEP envisioned using the SPILI as a formative tool, it seems that a number of students and faculty put heavy emphasis on what they perceived to be its evaluative uses and decided to not participate in the test.

These three areas of difficulty reflect a broader problem: the fact that rarely is our wealth of information on teaching and learning put to any practical use.

The research on cognitive styles in teaching and learning is one good example. Much has become known about so-called "field dependent" and "field independent" individuals. The former is typologized as being socially sensitive and in need of social contact, but not particularly self-referent, e.g., self-directing, nor particularly adept at analytic reasoning. The field independent individual is, by contrast, more typified by a need for quiet reflection, relatively high self-referenting and self-direction, and strong analytic reasoning ability.

Art Chickering (1976) has pointed out that the field dependent student would likely benefit from a d.i.s. approach where opportunity to sit down alone with a faculty member is afforded. Such a student can also build into a d.i.s. project relationships with others which will satisfy his or her social interaction needs. At the same time the field dependent is not likely to have the high level of self-direction required for d.i.s. work. A double bind. It works the same way in reverse for field independent types.

Chickering goes on to consider field dependent and field independent teachers and the importance of taking such cognitive style differences into account. He observes the findings of Witkins (1967):

> Teachers and students matched for cognitive style described each other in highly positive terms, whereas teachers and students who were mismatched showed a strong tendency to describe each other negatively. Teachers valued more highly the intellects of students similar to themselves in cognitive style and not only the personal characteristics of these students.

Chickering continued, "The solution to contract learning lies simply in employing teachers who can distinguish the field-dependent student from the field-independent one and vary their teaching behavior accordingly." Witkins himself says, ". . .it is not far-fetched to imagine that test batteries emerging from cognitive style research may in time replace intelligence tests," as if intelligence tests ever had much to do with our modes or styles of teaching (at least at the postsecondary level). In fairness, Chickering acknowledges the utopian nature of these notations: ". . . they are easy to describe and impossible to implement."

There's the rub. We know a good deal about assessing student readiness for d.i.s., as well as a good amount about the effects of certain types of student-teacher matches (or mismatches). Making the transfer of such knowledge to practical settings is another matter.

A SPILI-type instrument can provide faculty with a useful, fairly objective, and consistent way of assessing a student's readiness to do d.i.s. work. However, such an instrument is not intended to supplant personal judgments; a low SPILI score will not in all cases indicate that the student should give up a project idea or that the faculty member should necessarily refuse to work with the student. It is a principle of individualized education that each case needs individualized treatment.

During the 1977-78 academic year, further tests of the SPILI will be conducted. In these tests, the instrument will not be used simply as a screening device, but in formative ways, particularly to diagnose factors that might decrease the likelihood of a student completing an individualized study project.

The FDIEP project staff encourages faculty members at other institutions who have worked, or would like to work with students on individualized study projects, to share their ideas with FDIEP and/or to test the SPILI instrument either in its present form, or in a revised form that better serves the needs of the faculty member and his or her students; and to share the outcomes of the test with us. Persons interested in receiving a copy of the *Student Preparedness for Individualized Learning Inventory* should contact the staff at the address below.

Faculty Development in Individualized
Education Project
University of Minnesota
Room 308 Dome City
1507 University Avenue S.E.
Minneapolis, MN 55455

References

Chickering, A., "The Double Bind of Field Dependence/Independence in Program Alternatives for Educational Development," *Individuality in Learning*, Jossey-Bass, 1976.

Witkin, H., "Cognitive Style in Academic Performance and in Teacher-Student Relations," *Individuality in Learning*, Jossey-Bass, 1976.

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APPENDIX "J"

FACULTY DEVELOPMENT IN INDIVIDUALIZED EDUCATION

A Publication of the Faculty Development in Individualized Education Project, University Without Walls, the University of Minnesota, Minneapolis

Number 6

University of Minnesota
Minneapolis, Minnesota
February 1978

The Student Readiness for Individualized Learning Inventory

This represents one of a series of periodic reports issued by the Faculty Development in Individualized Education Project, a two-year program supported by the Fund for the Improvement of Post-secondary Education. The opinions here expressed do not necessarily reflect the policy or the endorsement of the Fund or any other agency.

Jeffrey N. Johnson
Director

Background

The Student Readiness for Individualized Learning Inventory (SRI, for short) is intended to help both student and faculty member better determine when a student is ready to pursue an individualized study project. In an individualized study project, the student selects the topic and, with the help of the faculty member, develops individually tailored study methods, resources, timetables and outcomes.

As a student you can use the Inventory to help you determine your strengths and weaknesses in terms of how ready you are to begin a specific project that you already have in mind. This is particularly useful as you think about contacting a faculty member to help you with your project.

As a faculty member you need to know how well prepared a student is to pursue an individualized project. Are the goals and outcomes of the project clear in the student's mind? Are you the best person to help this student? Are there aspects of this student and project to which you should give special attention? How much help (and time) are you expected to give?

The SRI can be completed by the student and faculty member together or separately. However, the best use of the instrument is to complete it together in reference to a specific study project. The SRI is premised on the assumption that the student has a study project idea (topic) in mind. This will help ensure that both student and faculty member are on the same "wavelength" at the outset, and it will help focus attention on special aspects of the project that may need immediate work. Most important, the SRI can help the student and faculty member to get to know each other better. The SRI was developed to help students and faculty members have satisfying and productive individualized study relationships. We hope that when used in that spirit it will give you that result.

Interpreting The SRI

The items on the SRI come from a variety of sources: students and faculty members; research on individualized education; and, most important, from some intuitive notions about what is important in this kind of education. Many of these items have not been tested in any methodical statistical way, so it is impossible to say precisely what is a "good" score. We provide some general guidelines about scores on the SRI, but there isn't any magic in them. SRI scores are intended as an aid to developing better student-faculty relationships, not as a catchall. The student's and faculty member's individual judgements are just as important.

Each of the SRI's items has five response alternatives, except for item 5 which has nine alternatives.
Scoring and interpretation instructions are provided at the end of the Inventory.

The Student Readiness for Individualized Learning Inventory

(Version 2-1-78)

INSTRUCTIONS: Check (√) one alternative for each item. For convenience, items are directed to the student.

1. How many previous individualized study projects have you successfully completed for academic credit?

   a. ( ) 0
   b. ( ) 1
   c. ( ) 2
   d. ( ) 3-4
   e. ( ) 5 or more

2. Do you generally prefer to learn with others or by yourself?

   a. ( ) With others, always
   b. ( ) With others, mainly
   c. ( ) Some with others, some by myself
   d. ( ) By myself, mainly
   e. ( ) By myself, always

3. To what extent have you previously studied (in class and/or independently) the topic of your present individualized study project?

   a. ( ) None
   b. ( ) Little
   c. ( ) Some
   d. ( ) Much
   e. ( ) Very much

4. How would you describe yourself as a learner?

   a. ( ) Analytical
   b. ( ) Reflective
   c. ( ) Receptive
   d. ( ) Social
   e. ( ) Some mix of these

5. If you have written a study project proposal (outline), check (√) *each* of the following that you have covered adequately:

   a. ( ) Project objectives, goals
   b. ( ) Study methods
   c. ( ) Study resources
   d. ( ) Study schedule (timetable)
   e. ( ) Form of results (e.g., written paper)
   f. ( ) Criteria for evaluating your work
   g. ( ) Assistance needed from instructor
   h. ( ) Your reasons for doing the project
   i. ( ) No proposal has been written

6. Does your proposed project fall within your major?

   a. ( ) Yes, directly
   b. ( ) Yes, somewhat
   c. ( ) A little
   d. ( ) No, not at all
   e. ( ) Not sure/Haven't selected a major

7. How familiar are you with your project advisor's (instructor's) main areas of interest and expertise in teaching and research?

   a. ( ) Very familiar
   b. ( ) Somewhat familiar
   c. ( ) Generally unfamiliar
   d. ( ) Very unfamiliar
   e. ( ) Don't have advisor

8. How long do you expect your study project will run?

   a. ( ) Less than 3 months
   b. ( ) 4-5 months
   c. ( ) 6-7 months
   d. ( ) 8-11 months
   e. ( ) 12 months or more

Scoring

Scoring your SRI is a simple procedure. Each of your check marks represents a score value for each of the items (questions). The table below gives the score values for each alternative for each question.

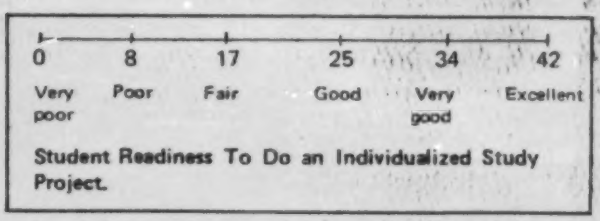
Questions	Alternatives									
	a.	b.	c.	d.	e.	f.	g.	h.	i.	Score Value
#1	1	2	3	4	5					
#2	1	2	3	4	1					
#3	1	2	3	4	5					
#4	5	4	3	2	3					
#5	1	1	1	1	1	1	1	1	1	
#6	5	4	3	2	1					
#7	5	4	3	2	1					
#8	5	4	3	2	1					

Refer to your check marks and record results by circling the corresponding score value for each question. For example, if for question #1 you checked "b" your score value for that question would be 2. If you checked "c" for question #2, your score value would be 1. Record the values for all eight questions and then add the total of your score values. This gives your total SRI score.

A few words about your total SRI score. There isn't an "average" score — the SRI hasn't been tested with many students — and two students having identical SRI scores may be very different in terms of their actual readiness to pursue an individualized study project.

The main value of the SRI is its use as a device to focus your thinking about the important ingredients of a successful study project. An overall SRI score is only a very general indicator; your own (student's and faculty member's) thoughts and feelings are most important.

If you wish to locate your score on a general continuum of readiness, you may use the plot line below. Remember, this gives only an approximation of a student's readiness to do individualized work on a specific study project.



Student Readiness To Do an Individualized Study Project.

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APPENDIX "K"

Assessing Student Readiness and Faculty Performance: A Report on the Pre-test of OSFIE and SPILI

Faculty Development
In
Individualized Education Project

University of Minnesota
Minneapolis, MN

August, 1977

Assessing Student Readiness and Faculty Performance: A Report on the Pre-test of OSFIE and SPILI

During spring quarter, 1977, the staff of the Faculty Development In Individualized Education Project (FDIEP) conducted a pre-test of two instruments: the Student Preparedness In Individualized Learning Inventory (SPILI) and the Opinion Survey on Faculty In Individualized Education (OSFIE).[1]

The SPILI was designed to: assess the readiness of a student to do individualized study work, to help the student prepare a well-developed proposal, and to contribute toward the development of a productive, satisfying working relationship between the student and faculty member.

The OSFIE was intended to give the student and the faculty member a tool for sharing their respective views on the faculty member's performance in individualized study settings. The staff felt that an instrument of this type was especially needed since there are no faculty evaluation materials available specifically geared to the needs of faculty and students who work together in individualized ways.

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[1] The specific form of individualized education treated in this paper is generally known as "contract learning," or what we prefer to call "directed individualized study." (d.i.s.) This involves the teacher and student working together one-to-one on a study project of the student's choosing, outside of prescribed class requirements, and for which academic credit is awarded. Directed individualized study projects may be in the form of library or laboratory-based research, field study, internship, or some combination of these approaches.

The pre-test of these instruments was intended to answer the following questions:

- do the items adequately represent the range of important behaviors and attitudes of students and faculty involved in individualized study?
- do the items address or measure what we think? Are students and faculty in good agreement on what items mean?
- do the instruments seem to have predictive ability in terms of the quality of the student/faculty relationship and the quality of the student's completed work?
- do the instruments show generalizability, i.e. are they appropriate to different types of persons?
- given the answers to the above, how should the instruments be revised for the purposes of full testing?

In the pre-test of SPILI and OSFIE the concern was with selecting items for a final version of the instruments that would receive fuller testing during the 1977-78 academic year.

While the pre-test of the SPILI and the OSFIE was intended only to refine the instruments, it is important that the pre-test be understood in terms of the longer term aims of this research. The refined instruments were to address the following questions:

1. Is the use of SPILI and OSFIE associated with higher levels of expressed satisfaction with the quality of the student/faculty relationship in the project? Which items are most clearly associated?

2. Is the use of the SPILI and OSFIE associated with more positive assessments of the student's completed work? Which items are most clearly associated?
3. How do students and faculty members compare with each other on their OSFIE and SPILI responses?
4. Do students and faculty members indicate that their use of the SPILI or the OSFIE has altered their thinking about future involvements in individualized study?
5. Are there differences in student or faculty characteristics (age, sex, field, level of study, etc.) which are associated with patterns of response to the instruments?
6. Do students differ on the SPILI by type of study project (field study, laboratory research, library research, etc.?

The Assessment of Student Work

Assessment of student work was to be done in two ways: 1) through written evaluations of the student's efforts by the faculty member and by the student; and 2) through a review of the student's grade report.

The written evaluations of the student's work were to be used to analyze individual SPILI items (see Forms of Data Analysis) and to provide a context for understanding possible extenuating circumstances (e.g. illness, accident, etc.) that may have affected student performance. The student's grade report was to be analyzed in terms of:

1) did the student complete the study project on time?

and

2) was the quality of work satisfactory?*

Development of Items

The items selected to be included in the SPILI and the OSFIE were derived from a large number and variety of sources. Most important were the project staff's own experiences of working with students and faculty members in individualized education settings over a lengthy period of years. In addition, the staff consulted many other persons. Following is a partial list:

- The Advisory Committee for the Faculty Development In Individualized Education Project (16 faculty members and 2 students).
- University Measurement Services.
- University College Research Advisory Committee.
- Office of Special Learning Opportunities.
- University Without Walls.
- Stephen Taylor, Assistant Professor, Social, Psychological, and Philosophic Foundations of Education.
- Jerome Gates, Professor, Arts, Communications, and Philosophy.
- Professor Marion Lundy Dobbert, Social, Psychological, and Philosophic Foundations of Education.

The literature consulted was extensive. A bibliography of the most pertinent resources is presented at the end of this report.

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* "Satisfactory" was to be defined as an "S" on the S-N scale and a "B" or higher on the A-F scale. "N", "D", and "F" will be defined as unsatisfactory. "C", "W", and "I" grades will be discarded from the sample.

Subjects

A total of 30 student/faculty pairs (60 persons) were to be involved in the pre-test study. These pairs were to be drawn from approximately 40 student/faculty pairs (80 persons) initially identified by University Without Walls and Office for Special Learning Opportunities. Selection of study participants was to be done by the project staff in order to obtain a good mix of types of study projects (e.g. field work, library research, etc.) and academic area, as well as a balance of males and females in both the student and faculty groups.

It was intended that the 30 student/faculty pairs would be divided into two subject groups of 15 pairs each:

1) Relationship group

2) Outcomes group

While both groups were to receive the SPILI and the OSFIE, the forms of data analysis were to be somewhat different for each of the groups. See Section on "Data Analysis". The focus with Group 1 was to be on the usefulness of the instruments as a formative device for enhancing the quality of the student/faculty relationship. The focus with Group 2 was to be on the quality of the student's completed work, as such quality may be associated with the student's performance on SPILI.

Application of the Instruments

The names of students registered for directed studies spring quarter were received from UWW and OSLO during the first week of spring quarter. FDIE staff members then telephoned the students to request their participation in the pre-test of the instruments. Initially 35 students said they would participate in the study.

Following these initial telephone contacts, two copies of the SPILI, together with an explanatory cover letter, were forwarded to each student. The letter again explained the objectives of the project, outlined their activities as participants, and included a response card to be used for confirming their willingness and ability to participate. The students were asked to take the SPILI with them to their first meeting with their instructor, and were given the option of completing the instruments separately or with their instructor. The completed instruments were then to be forwarded to the FDIE office, where copies would be made and returned to the students and faculty.

Students were also advised that the FDIE staff wanted to meet with them and the faculty members during one of their regularly scheduled meetings in order to observe first-hand how students and faculty members work together on independent study projects.

Copies of the OSFIE were mailed to the student-faculty pairs during the latter part of spring quarter, together with a cover letter outlining the purpose of the instrument and the nature of the pre-test. The students and faculty members were asked to complete the OSFIE and questions relating to its usefulness (see attached) and to return it to the FDIE office by mail.

Forms of Data Analysis

Given the pre-test purposes of the study, the following forms of data analysis were to be used:

- Cross-tabular analysis of selected SPILI and OSFIE variables.
- One-way analysis of variance, with the assessment of student's work (on grade reports) as the dependent variable and selected SPILI and OSFIE items as independent variables.

. Qualitative analysis of written evaluations of students' work in terms of possible extenuating circumstances (e.g. illness, accident, etc.), possible references of the validity checks previously mentioned (under "Purposes and Rationale").

Results - SPILI

During the two-week period following the mailing of the instruments to the students, only five completed SPILI's were returned. The FDIEP staff therefore contacted the student volunteers either by telephone or letter. These follow-up measures yielded only a scant additional return of completed instruments from students and none from faculty.

Under the circumstances, the FDIEP staff decided to contact the faculty members who were to be working with the students during spring quarter. Through these telephone calls (made during the 5th and 6th weeks of spring quarter) the staff learned that many of the faculty members had not yet met with the students they were advising on directed studies projects. In fact, one of the faculty advisors was out of the country and not expected back until summer.

By the end of spring quarter, of the 60 SPILI's sent, 18 were returned and only 6 of the returns contained any useful commentary. Given the extremely poor response rate and the fact that many students had not met with their faculty advisors, the FDIEP staff abandoned its plan to observe students and faculty during their meetings.

OSFIE

The project staff was particularly disappointed with the results of the OSFIE pre-test. In spite of extensive follow-up efforts, only 5 of the 60 instruments sent out were returned, and only a few of these were completed.

Assessing its experience with the pre-test of the SPILI and OSFIE, the FDIEP staff identified a number of factors that may have contributed to the very poor response rate. First, working through the Office for Special Learning Opportunities and University Without Walls, the staff had no direct access to students and faculty and, consequently, there was no opportunity to screen students and faculty in order to determine if or when they were going to meet during the quarter.

Second, a number of students and faculty who did respond said they felt that the use of quantitative instruments to assess student readiness to do individualized study or faculty effectiveness was inappropriate and impersonal.

Third, it is certain that some faculty members were reluctant to participate in pre-testing the SPILI and OSFIE when their individualized work with students is on an overload basis and for which they receive no institutional recognition or reward.

Last, the FDIEP staff has found that many faculty and students are threatened by instruments, processes, etc. that appear to be evaluative. While the FDIEP staff envisioned using the SPILI and OSFIE as formative tools, it seems that a number of students and faculty put heavy emphasis on what they perceived to be their evaluative uses and decided to not participate.

In light of the disappointing outcomes of the pre-test of the instruments the FDIEP staff proposes to conduct different tests of the instruments, under somewhat different circumstances, during the 1977-78 academic year.

The goal of the proposed tests of SPILI will be to determine the extent to which faculty members can use SPILI to assess student readiness to undertake directed individualized study. However, we are not proposing that SPILI be used simply as a screening device. Rather, the FDIE staff believes that the instrument can be used by the faculty member in formative ways, particularly to diagnose factors that might decrease the likelihood of a student completing an individualized study project.

Rather than depend on students to distribute copies of SPILI to faculty members, as was done during the pre-test, the FDIEP staff proposes to enlist the assistance of OSLO, the staff of UWW, and Directors of Undergraduate studies on the Minneapolis and St. Paul campuses in distributing copies of the SPILI to faculty members who will be working with students on directed studies projects during fall and winter quarter of the 1977-78 academic year. Accompanying each SPILI will be a cover letter explaining the intended purpose of the instrument and some suggested ways in which the faculty member might use the instrument in working as an advisor to a student doing directed individualized study.

In order to maximize feedback during these tests of the instrument, the FDIE staff is developing a post card-sized instrument which will be sent to the faculty member with each SPILI. The feedback instrument is intended to answer these questions:

- does the SPILI fairly and accurately assess student readiness to do directed studies work?
- does the SPILI help students to prepare a more developed, viable directed studies proposal?
- does the SPILI contribute toward the development of a productive, satisfying work relationship between the student and the faculty member?

- does the SPILI help faculty members decide whether they wish to work with a student?

Followup postcards will be sent to non-respondents beginning the fourth week of fall quarter and at weekly intervals until the end of the quarter.

Given the particularly poor results of the pre-test of the faculty evaluation instrument, OSFIE, the FDIEP staff is seriously assessing the usefulness of devoting more time to the development and testing of this instrument. In the event a decision is made to conduct further tests of the instrument, the staff will be considering among these options.

- distributing OSFIE to individual faculty members and academic units through the Measurement Services Center;
- distributing the instrument through OSLO and UWW to faculty who will be working with students referred by the staff of these programs;
- Testing OSFIE within cooperating academic units on the Twin Cities campuses, as part of an overall test of materials and instruments designed by the FDIEP staff to be conducted during the coming year;
- distributing copies of the instrument to a group of approximately 100 faculty members who serve as directed studies advisors more frequently than any other faculty members on the Twin Cities campuses.

In the case of each option, feedback postcards would be sent to the faculty member along with a copy of the OSFIE. The postcard would be intended to answer these questions:

- does OSFIE identify teacher behaviors which are particularly relevant to D.I.S.? Are there teacher behaviors relevant to D.I.S. that are not included?
- does the present format of the instrument provide faculty members with a useful focus for self-assessment?
- are the response categories of the present instrument useful, or are changes needed in some or all of the items?

During the 1977-78 academic year the FDIEP staff will be working extensively with academic units at some of the coordinate campuses on field tests of the SPILI and formulae and models designed to analyze the cost of individualizing educational programs. It may be that the faculty of these units may wish to also test the OSFIE to determine what role, if any, a self-assessment instrument of this type might play in their individualized study option for students.

In addition, the FDIEP staff will be conducting a workshop in individualized education for the faculty of the Department of Psychology at the University of Minnesota - Duluth. (The project staff has written a paper, "Faculty In Individualized Studies: The Problem of Assessment," which will be used as a focusing device for second-year workshops.

Jeffrey N. Johnson
Project Director

Howard L. Peterson
Research Associate

APPENDIX "L"

FACULTY DEVELOPMENT IN INDIVIDUALIZED EDUCATION

A Publication of the Faculty Development in Individualized Education Project, University Without Walls, the University of Minnesota, Minneapolis

September, 1977

Workshops on Individualized Education

The Faculty Development In Individualized Education Project (FDIEP), a two-year effort sponsored by the Fund for the Improvement of Postsecondary Education, is offering five different workshops on individualized education (what some term "contract learning" or "directed studies").

The workshops are:

- **THE CASE FOR AND FACULTY VIEWS ON DIRECTED INDIVIDUALIZED STUDIES.** Reviews the basic rationales for individualized education and presents findings from a 1,000-faculty member survey on how faculty view such work.
- **THE COST OF INDIVIDUALIZING TEACHER-STUDENT RALATIONSHIPS.** Provides a conceptual framework and a number of simple formulae that academic units can use for assessing the cost consequences of individualized education. Application of the formulae is presented in the form of a case study and help is provided to workshop participants in determining likely costs for their respective units.
- **DEVELOPING AND MANAGING INDIVIDUALIZED STUDIES PROGRAMS: SOME GUIDELINES.** Consideration of what to do and what not to do in developing and managing individualized study programs. Special attention is given to the pitfalls which often plague such programs, such as failing to consider faculty views and related reward systems.
- **ASSESSING FACULTY INVOLVEMENT IN INDIVIDUALIZED EDUCATION.** Discussion of the many complexities of assessing how faculty perform in one-to-one work with students. Emphasis is on the formative uses of assessment data. Presentation of model assessment plans and instruments. Role playing.
- **ASSESSING STUDENT READINESS FOR INDIVIDUALIZED EDUCATION.** A presentation of models and instruments for determining any given student's likelihood of successfully carrying out individualized (self-directed) study. Role playing.

Each of the workshops can be tailored to the special needs of your group (faculty committee, conferences, regular department meeting, etc.) and can be fitted to any time period, from as little as a half hour to three hours or more. Related FDIEP research reports for each of the workshop topics are also available.

The FDIEP staff will be presenting workshops throughout the 1977-78 academic year. We would welcome the opportunity to visit with you and your colleagues on your campus.

Please contact:

Jeffrey N. Johnson, Director
or
Howard L. Peterson, Research Associate
Faculty Development In Individualized Education Project (UWW)
1507 University Avenue S.E.
Minneapolis, MN 55455
Or call collect (612) 376-3938

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APPENDIX "M"

UNIVERSITY OF MINNESOTA
TWIN CITIES

University Without Walls
Faculty Development
In Individualized Education Project
203 Dome City
1507 University Avenue S.E.
Minneapolis, Minnesota 55455
(612) 376-3938

April 4, 1978

TO: Robert Brastad, Chairman, Senate Committee On Educational Policy.

FROM: William Gardner, Chairman, Advisory Committee for the Faculty Development In Individualized Education Project. William E. Gardner

RE: "Directed Individualized Studies: Policy Recommendations"

Enclosed is a paper prepared by Jeff Johnson of the Faculty Development In Individualized Education Project (FDIEP), a two - year project supported by the Fund for the Improvement of Postsecondary Education. Mr. Johnson contacted you a while back regarding FDIEP's goal of revising all-University policies on directed studies, directed research and related forms of what FDIEP terms "Directed Individualized Studies (DIS) at the undergraduate level. This paper, "Directed Individualized Studies: Policy Recommendations" is the result of FDIEP's work in this regard.

It is FDIEP's hope that at some time in the future SCEP will undertake a review of all-University policies on D.I.S. and that the enclosed paper will be of assistance. The paper has been reviewed by the FDIEP Advisory Committee (list of members, attached) and thus reflects the input of a number of faculty members. The paper in its final form represents FDIEP's views on what are likely to be workable policies, particularly from the faculty's point of view.

Please be free to contact me (3-9880) or Mr. Johnson (376-3938 or 825-6317) if you have any questions about the paper. Mr. Johnson informs me that he can foreward additional copies if needed.

cc. J. Johnson
C. Marieneau

Directed Individualized Studies

Policy Recommendations

Prepared by

The Faculty Development In

Individualized Education Project

University Without Walls
University of Minnesota
Minneapolis

January 26, 1978

Directed Individualized Studies

Policy Recommendations

This report is the result of nearly two years of research involving countless conversations with faculty members, questionnaires, and reviews of pertinent literature. Throughout, the authors have attempted to maintain a principle of realism and feasibility, hopefully yielding recommendations on individualized education which stand a good chance of implementation. The proposals contained herein are not radical. They do in certain respects, however, represent important departures from existing practice.

While the present report was developed by persons outside of regular academic units and certainly in part represents their individual values and judgements, the report in large measure can properly be viewed as reflective of faculty members' attitudes. The report in a number of instances contains recommendations which less than fully meet the authors' educational ideals, but do reflect the authors' appraisal of institutional realities and capabilities.

The document is organized in a special way. After describing a number of basics regarding individualized education in general at the University of Minnesota, the paper offers a series of policy recommendations, with supportive commentary for each recommendation. All of the recommendations are important, therefore no attempt has been made to rank them in any priority order. In some cases the recommendations reflect, reiterate, and reinforce present

policies. In order to aid the reader, within each commentary section is an explanation of how the proposed policy compares with existing SCEP policies on individualized (e.g. directed studies) education. These explanations are set off in brackets.

The Faculty Development in Individualized Education Project was established by a two-year grant from the Fund for the Improvement of Postsecondary Education in order to enhance what we have come to term "directed individualized studies" at the University of Minnesota. The following pages represent what we believe to be realistic recommendations toward achieving this goal.

Jeffrey N. Johnson, Director
Faculty Development In
Individualized Education Project

Directed Individualized Studies
at the University of Minnesota

Introduction

I. A Definition -

At the University of Minnesota there is a variety of opportunities for undergraduates to receive academic credit for work on study topics of their own choosing outside of prescribed requirements in classes. Such study is typically labeled "directed studies," "directed research," or "directed readings," represented by registration numbers 3970, 5970, 3990, or 5990. Because such study is individualized according to the student's special interests and needs, and because it involves (or ought to involve) the student receiving direction and guidance from a faculty member on a one-to-one basis, the terms Directed Individualized Studies (DIS) seem appropriate to serve as a generic label for the various forms of such work.

II. The Extent of DIS Work at Minnesota -

The following (Table 1) illustrates DIS registration frequencies on the Twin Cities campus for the years 1968-76:

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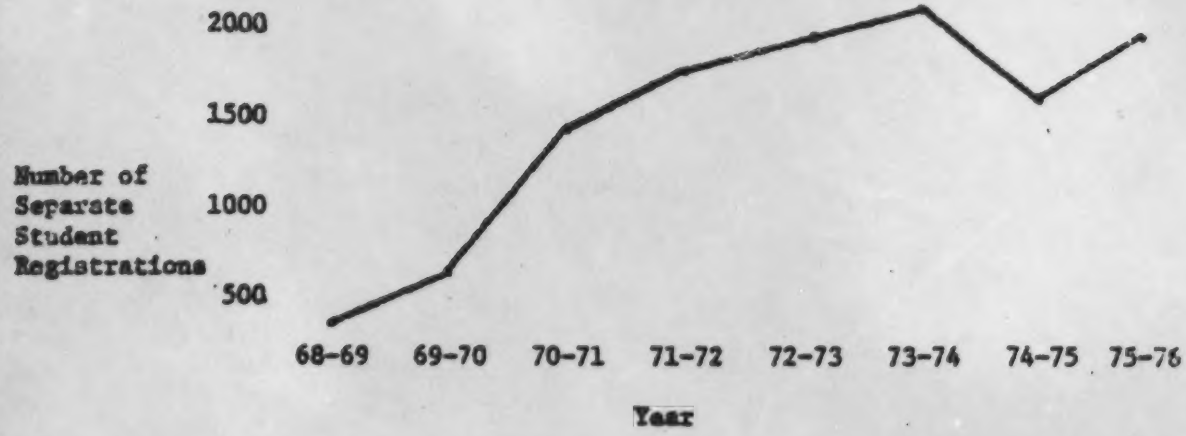
[1] Excluded from our considerations are class-related forms such as "Independent Study" ("Y" registration) and "Extra Credit" ("X" registration) and post-graduate level "problems" or "readings" registrations.

Table 1 Number of Registrations for DIS
(TC Campus Only) 1968-76



In the above table for the year 1975-76 there were 2223 separate registrations totaling approximately 8,200 credits.[3] In a survey of the instructional faculty (all campuses) it was found that nearly three-fourths of the faculty members work with at least one DIS student during a given year, and of these faculty members well over one-third served four or more students.[4] One faculty member was listed as serving 62 students; another had 48 students. Clearly DIS activity represents a considerable investment of institutional resources.

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2 Data supplied from the College of Liberal Arts, Office for Special Learning Opportunities. Includes non-CLA registrations. These figures do not include registrations of University Without Walls students for the UWW directed studies numbers (UC 3201).

3 Ibid.

4 Johnson, J., and H. Peterson, "University Faculty and Individualized Education," Faculty Development in Individualized Education Project, University of Minnesota, Minneapolis, Mn., November, 1976, p. 15.

III. General Summary of Present All University Policies -

On May 24, 1973, the University Senate acted favorably on the Senate Committee on Educational Policy (SCEP) report regarding all-University policies for directed study activities. A full copy of the Senate's action appears at the end of this paper (Appendix item "A"). In brief, the policy stipulated: all departments should have a course number for such work; for each study project a written contract between the student and faculty monitor should be written (stipulating study objectives, methods, evaluation procedures, etc.); such contracts will be reviewed and approved by the department chairperson (or designate); records of time spent by faculty monitors will be maintained by the department; changes in the contract will be reviewed for approval by the faculty monitor and department. The report went on to stipulate that, "Departments and Colleges (or equivalent units) may make this policy more, but not less restrictive."

The following spring (1974) Provosts, Vice Provosts, and Dean received a memorandum from the Office of the Vice President for Academic Administration which reiterated these policies and encouraged units to "ensure that plans are underway to achieve full implementation of this policy by the end of the Spring Quarter of this year." (See appendix item "B").

IV. Implementation of Existing Policies and Faculty Attitudes -

Table 2 (below) shows the extent to which the 1973 SCEP policies have been implemented, at least in the eyes of the faculty.

Table 2 Does your academic unit have written policies and procedures for regulating directed studies registration? [5]

	(percent)
Yes	45.6
No	21.6
Uncertain	32.8

Well over half of the faculty members indicated they were unaware of such policies or that they didn't think such policies existed. A review of policies which did exist showed them to typically be in the form of guidelines for students (on how to write project proposal, etc.). Only seven percent of the faculty said that they were aware of policies governing the number of directed studies students a faculty member could monitor.[6]

A variety of faculty attitudes will be presented as data supporting the policy recommendations which are to follow. We need to mention here, however, a few observations regarding faculty views on DIS and instruction in general. First and most significant, is the finding that only four percent

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5 Ibid., p. 10

6 Johnson, J., and H. Peterson, "Status, Field, and Sex Determinants of How Faculty View Individualized Education, "Faculty Development In Individualized Education Project, University of Minnesota, Minneapolis, December, 1976m p. 12. (Twin Cities campus only; 96% at University of Minnesota, Morris and 54% at Duluth said such policies existed.

of the faculty cite one-to-one work with students as their (faculty's) most preferred mode of instruction. In fact, it is the least preferred. A clear majority of the faculty indicate that such work isn't counted as part of their regular professional responsibilities.[7]

Related to the above are faculty attitudes regarding how teaching in general is valued by the University. The following table shows what faculty members think ought to count most in promotion and tenure considerations and what they think actually counts most heavily.

Table 3 Faculty Attitudes Regarding Tenure Criteria[8]

(percent)

	Ought to count most	Actually count most
Research and publication	12	87
Teaching	67	7
Service	1	1
All above, equally	21	4

Thus, it appears that decisions on DIS policies need to be informed by an understanding of the problems affecting teaching overall. When only seven percent of the faculty state that teaching is counted as the most important faculty function, it is unlikely that major gains in any specific mode of instruction can be made without congruent changes in the overall

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7 Ibid.

8 Johnson, J. and H. Peterson, "University Faculty and Individualized Education," Faculty Development in Individualized Education Project, University of Minnesota, Minneapolis, Mn., November, 1976, p. 7.

system of faculty incentives and rewards.[9] That faculty members cite DIS as their least preferred mode of instruction surely isn't a result of faculty purposefully wanting impersonal, standardized, and large-class relationships with students; very probably it has much to do with faculty's awareness of benefits lost when they allow their time and energies to be consumed by individual students.

So, we find that DIS is a form of teaching and learning used with some frequency at the University of Minnesota, but that faculty members are aware of few guidelines or supports for their work in this area. Given alternative modes of instruction from which to choose, DIS is least frequently cited as the faculty's preferred option. This disinclination from DIS appears to reflect the faculty's awareness of the low value of undergraduate teaching in general at the University, and it is important therefore to view policy issues pertaining to DIS as being closely associated with the issues of teaching overall.

Existing policies on DIS (and teaching in general) appear generally adequate with certain exceptions. While it is a proper maxim to follow that the most important elements in the instructional process are those least responsive to formal regulation, it is nonetheless true that legitimate forms of teaching and learning must be realistically aligned with expressed institutional policy. The converse holds as well: institutional policy must be realistically aligned with educational practice. Whether such realignment, in this case, will result in more or less DIS activity at the University is open to question. In any case instructional policies must fully take into account the

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[9] See memo of 8-12-75 from Vice President Koffler to the Council of Academic Officers on "Policy on Evaluation of Teaching and 'Performance Agreements'" for a number of good starting suggestions.

views that prevail among its faculty. The following recommendations are built upon our research findings on such faculty views.

V. Recommendations -

Departmental Policies and Procedures

A. All academic departments, even those that do not regularly enroll undergraduates, should have a course number available that will enable a student to register for directed individualized study projects under the direction of its faculty.

Comment: The potential benefits of DIS are many. Student differences in learning rates and styles, along with students' special learning needs and interests, can be accommodated. DIS can also serve to personalize the educational experience for student and teacher alike. While in certain cases (such as off-campus study) offering the added advantage of building new relationships between the academic and non-academic sectors of society. [This recommendation is essentially the same as existing SCEP policy].

B. All academic departments should establish and make explicit (in documented form) their respective policies and procedures on directed individualized study; such documentation to be formally placed on file in the proper offices of the deans and made regularly available to students and faculty members.

Comment: For purposes of efficiency and the maintainence of quality in DIS teaching and learning, faculty members and students need to know the academic department's ways of arranging for and facilitating DIS projects. Because each department has its own special instructional mission(s) available human and other resources, and set requirements for students and faculty members, a single all-University policy and procedure would be untenable in most respects; each department must

manage its own DIS activity. [The main difference between this recommendation and existing SCEP policy is that the recommendation says that departments must place their DIS policies in a documented form, formally place their policies on file in the proper offices of the deans, and make their policies regularly available to students and faculty members. Existing SCEP policies say only that policies should be established.]

C. Departments shall require for each Directed Individualized Study project that there will be a written contract between the student and faculty member (project monitor) which will state:

1. the objectives of the project,
2. the methods to be used for achieving the objectives,
3. the form(s) of the project's outcome(s),
4. the expected duration and schedule of study activities, including expected faculty direction time, in months as the longest time unit,
5. the criteria and procedure(s) to be used for evaluating the students work,
6. the expected number of credits to be awarded per quarter,
7. the grading system to be used.

Comment: Written study contracts have a number of obvious benefits: the study project itself is clarified; the student and faculty member will hold more closely shared expectations of the project and each other; the contract can serve as an ongoing map to guide the student and faculty member; final evaluation of the project results is an explicit and agreed upon procedure; and the contract can help to ensure that credit is awarded for learning, not experience per se. [This recommendation adds the following elements to the project proposal: a time schedule with months as the longest time unit which specifies expected faculty direction time; and the form(s) of the project outcome(s). These elements are not included in existing SCEP policies.]

D. Copies of a DIS contract should be retained by the student and faculty member, and, at the end of each academic year, faculty members shall forward copies of all contracts (including those for incompleted projects) to their respective department chairpersons.

Comment: The student and faculty member have obvious needs for copies. Department chairpersons need to receive copies in order to assess the levels and quality of DIS work. Departmental files on DIS contracts can serve as the essential ingredients for departmental evaluation of DIS work. [existing SCEP policy calls for the department chair person (or designate) to review and approve project proposals. The recommendation does not call for department approval of individual project proposals; that is left as something to be determined by the individual student and faculty member. The specific recommendation that all project proposals be forwarded to departments at the end of each academic year (for purposes of general evaluation) does not appear in existing SCEP legislation. Present SCEP policy does require departments to maintain "a record of the time (contract and preparation hours) spent by the faculty monitor" but FDIEP research indicates that most faculty would balk at any system of ongoing time monitoring and an after-the-fact system of time accounting would probably be very inaccurate.]

E. Each department shall review its DIS activities annually. Such review shall include, at minimum:

1. determining the frequency of DIS registrations in the unit,
2. assessment of the quality of student work,
3. assessment of the extent and nature of faculty involvement in DIS,
4. and review of randomly selected contracts and complete projects.

Comment: In order to maintain standards of quality comparable to regular forms of undergraduate teaching and learning, DIS must be subject to departmental review. In addition, such review can serve

to enhance the common understanding of the nature of DIS. [Existing SCEP policies do require annual review by departments directed study activities. The recommendation strengthens this policy by specifying some of the areas within which evaluation should occur.]

F. Colleges and departments should establish explicit policies on the following:

a) The maximum number of DIS credits a student may apply to a baccalaureate degree.
b) The maximum number of such credits for which a student may register in a single quarter.
c) The maximum number of credits that a student may be awarded for a single DIS project. If this should exceed the maximum allowable in a single quarter, the credits should be appropriately apportioned over the quarter of duration of the project.
d) The maximum number of credits awarded or students directed by a single faculty member in any one quarter.

Comment: While important recommendations, the above need to be in keeping with individual colleges' and departments' special interests, needs, and resources. Thus, specific maximum figures should be set by the units themselves. The need for such maximum limits will vary from unit to unit, but in all cases policies should be explicit. [This is a restatement of existing SCEP policy].

G. Departments should make explicit provisions for counting a faculty member's DIS work as a valued and legitimate form of undergraduate instruction.

Comment: Whatever the department's treatment of undergraduate teaching in general, DIS instruction needs to be counted as an "in-load" rather than "over-load" function. In addition to the need to provide incentives and rewards for all instructional activity, it is only by treating DIS with equity in keeping with that of regular departmental

instruction that adequate maintenance of DIS quality can be achieved Also, in order to be protected by the usual measures of academic freedom, faculty members' DIS work must be placed within a catagory of legitimate instruction. [There is no provision in existing SCEP policy that requires departments to make explicit their respective policies for counting faculty DIS work as an in-load function.]

H. Colleges and departments should establish and carry out periodic evaluation of faculty members' DIS work.

Comment: Established all-University policy on evaluation of teaching as adopted by the University Senate May 30, 1974 (See appendix item "C") calls for all faculty to evaluate at least one of their courses annually and "Over a period of time, these evaluations should involve all types and levels of courses taught". This should be taken to include all forms of DIS instruction.

To develop suitable instruments and procedures for such evaluation, colleges and departments should consider seeking assistance from University Measurement Services and/or other University agencies experienced in these forms of instruction.

The uses of resulting evaluative findings should be determined by the departments and individual faculty members affected. Particularly encouraged is the use of such findings for formative purposes of instructional improvement by the individual faculty member. [Existing SCEP policies do require annual review by departments study activitie The recommendation strengthens this policy by specifying some of the areas within which evaluation should occur.]

I. The number of credits for a particular DIS project should be determined by the faculty monitor in accordance with the same standards as apply in regular courses in the department but with a modification of the student contact hours required.

Comment: Past research has found little consistency regarding the number of credits awarded for similar DIS projects. Departments are reminded of the Senate guideline that one credit is equivalent to the amount of work that an average student can accomplish in three hours per week (of which one hour is in class and two hours are of study outside of class). In the case of DIS, the amount of time required of the student as specified in the project contract should continue to be equated with credits by following the 1:3 ratio, with the exception that student-faculty contact time (as part of the three hours) will have to be reduced according to the respective department's available faculty resources and the nature of the study project. [Existing SCEP policy does indicate that DIS credits "are to be awarded in accordance with the same standards as apply to regular courses in the department." The recommendation modifies this policy by encouraging departments to establish new student-faculty contact ratio guidelines for DIS activity].

J. DIS credit should not be awarded for experience alone, but should be related to the description, organization, and analysis of that experience or the way in which the experience was used in solving an intellectual problem.

Comment: Academic credit should be used as one measure of learning, not as an indicator of experience per se-. This is especially important when the project involves experience related to the political process or public policy disputes. Care must be taken to insure that the goal of the project is not the support of a partisan position in an

issue. [This is a restatement of existing SCEP policy].

K. <u>All DIS credits shall be awarded only upon the authorization of a University faculty member of academic rank of Instructor (or equivalent) or above.</u>

Comment: Non-members of the University faculty often provide valuable services to students on some DIS projects, but such assistance should not be considered a substitute for University faculty supervision. [This a restatement of existing SCEP policy].

VI. Implementing the Recommendations -

Given that many of these recommendations are the same or similar to existing SCEP policies on DIS, and that, as cited earlier, it is extremely difficult to regulate the main elements of instructional processes, the question remains as to how to ensure that the recommendations are implemented. If over half of the surveyed faculty is unaware of existing SCEP policies on DIS, and present all-University policies on teaching in general apparently (in the eyes of the faculty) are not much operational, what chance of success for these recommendations?

These recommendations have two main factors in their favor. First, they are based on an understanding of faculty views on instruction generally and DIS in particular. Second, and as a related matter, while requiring departments to be explicit about their respective DIS policies, the recommendations allow departments wide flexibility in terms of how liberal or restrictive they wish their specific policies to be. It is conceivable that in certain cases departments may establish policies in keeping with these recommendations and yet more

restrictive in terms of the amount of DIS activity allowed. While not a desirable outcome from certain points of view, it is proper that the onus be on the department to establish (and if necessary, defend) their policies and procedures. The main requirement is that they must be explicit about it. It is not likely that an attempt to legislate into existance an altered faculty reward and incentive system for DIS would yield much success. A reasonable alternative is to treat faculty DIS activity with equity; whatever its extent, it is an equally legitimate form of instruction.

At the same time, to make DIS more of a full-fledged partner in education is also to make it subject to the same kinds of problems which plague undergraduate instruction in general. It is certainly beyond the ken of the present paper to address these broader issues except as some of the foregoing may indirectly suggest avenues to pursue in the future. It is hoped that these recommendations do serve to bring attention to the need for greater support of undergraduate students and the faculty who teach them.

Appendix

Appendix A

III. REPORT OF THE SENATE COMMITTEE ON EDUCATIONAL POLICY

1. Reported for Action
(Maximum—20 minutes)

DIRECTED STUDY is a relatively new approach to individualized learning in this University, and one that is being increasingly utilized by students as an alternative or supplement to regular courses. Therefore, the Senate Committee on Educational Policy believes it would be helpful to both faculty and students for the University Senate to adopt a limited set of policy guidelines and principles to govern the use of directed study projects.

The term, directed study, refers to those on- or off-campus learning experiences individually arranged between a University undergraduate student and a member of the University faculty for earning academic credit in areas not covered by regular courses. It does not include independent approaches to regular courses, such as X and Y registration; nor courses in Experimental Project No. 1 and the University Without Walls, both in the University College; nor graduate tutorial, problems and research courses.

The committee supports the concept of directed study projects as a valid alternative and supportive approach to the regular courses of the curriculum, and strongly favors maximal flexibility in the design of such projects consistent with the maintenance of the high academic standards that students have a right to expect in their University experience.

The committee believes that the student and the faculty member should agree at the outset of a directed study project on what its objective is, how it will be pursued, and how it will be evaluated. A written record of the agreement should exist, both for use in evaluating the particular project and to permit reviews by departmental faculties of the content and quality of their total effort in directed studies. Records should be kept of the time spent by faculty in such projects to acknowledge and permit reward of their efforts. The committee urges the University community to recognize that directed study is an expensive form of education and that faculties must be in a position to determine limits on the numbers of such projects as are appropriate to the maintenance of high standards both in these projects and in their regular courses.

Policy Statements

1. For each directed study project, there will be a written contract between the student and a faculty monitor presented at the time of registration, which will state:
   a) the objectives of the project,
   b) the method of achieving the objectives,
   c) the procedure for evaluating the outcomes of the project,
   d) the expected duration of the project in quarters,
   e) the expected number of credits to be awarded per quarter,
   f) the grading system to be used.
2. The contract will be reviewed and approved by the chairman of the department (or the department's designate[s] in which credit is to be awarded. If credit is to be awarded in an academic unit other than a department, review and approval by the head of that unit (or the unit's designate[s]) will be required.
3. A copy of the contract and a record of the time (contract and preparation hours) spent by the faculty monitor will be maintained in both the department (or other appropriate academic unit) where the credit is to be awarded and in the home department (or other appropriate academic unit) of the faculty monitor, if they are different.
4. Substantive changes in the contract require review and approval by the faculty monitor and the department (or other appropriate academic unit). Changes after registration in the number of credits or grading system are subject to the same "cancel-add" rules that apply to regular courses.
5. Every department, even those that do not regularly enroll undergraduate students, should have a course number available that will enable a student to register for directed study projects under the direction of its faculty.
6. Departments and colleges (or equivalent units) may make this policy more, but not less, restrictive.

Appendix A

III. REPORT OF THE SENATE COMMITTEE ON EDUCATIONAL POLICY

1. Reported for Action
(Maximum—20 minutes)

DIRECTED STUDY is a relatively new approach to individualized learning in this University, and one that is being increasingly utilized by students as an alternative or supplement to regular courses. Therefore, the Senate Committee on Educational Policy believes it would be helpful to both faculty and students for the University Senate to adopt a limited set of policy guidelines and principles to govern the use of directed study projects.

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Policy Statements

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   c) the procedure for evaluating the outcomes of the project,
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3. A copy of the contract and a record of the time (contract and preparation hours) spent by the faculty monitor will be maintained in both the department (or other appropriate academic unit) where the credit is to be awarded and in the home department (or other appropriate academic unit) of the faculty monitor, if they are different.
4. Substantive changes in the contract require review and approval by the faculty monitor and the department (or other appropriate academic unit). Changes after registration in the number of credits or grading system are subject to the same "cancel-add" rules that apply to regular courses.
5. Every department, even those that do not regularly enroll undergraduate students, should have a course number available that will enable a student to register for directed study projects under the direction of its faculty.
6. Departments and colleges (or equivalent units) may make this policy more, but not less, restrictive.

Explication of Policy Statements

Standards

Directed study projects should meet the standards that apply to regular courses taught in the University. Because of the individualized, and hence inherently private, nature of directed study, the faculty monitor and the department must bear a greater than usual burden of responsibility for maintaining the quality of education in their discipline and for insuring that credit is not awarded for inadequate or inappropriate work.

Directed study credit should not be awarded for experience alone, but should be related to the description, organization, and analysis of that experience or the way in which the experience was used in solving an intellectual problem. This is especially important when the project involves experience related to the political process or public policy disputes. Care must be exercised to insure that the goal of the project is not the support of a partisan position in an issue. To permit the latter is to compromise the intellectual integrity of the University. Faculty monitors should also be concerned with the possibility that certain kinds of off-campus projects have the potential for involving the University in litigation.

Departmental faculties should review their directed study projects annually to facilitate their common understanding of the scope and nature of these projects and to insure the maintenance of standards consistent with those of their regular courses. Periodic collegiate reviews of randomly selected projects should also take place.

Directed study projects should be supervised by faculty with the academic and intellectual qualifications for the subject of the project. The standards and reputation of the University will suffer, as will the quality of directed study itself, if these projects are supervised by individuals without such qualifications. Faculty members should not be free to supervise any project simply because they find them interesting or worthwhile. Non-members of the University faculty may be involved in assisting some of the projects, but their assistance should not be considered a substitute for qualified faculty supervision.

Because of its individualized nature, directed study will usually require a higher level of intellectual maturity, academic background and study skills than the usual classroom work. Further, since directed study projects arise out of the unique interests of the student, it is normally to be expected that he-she will assume major responsibility for preparing the written contract in consultation with the faculty monitor. For these reasons, such projects are most appropriate for junior and senior students and less frequently should they be made available to freshmen.

Credits

The number of credits for a particular project should be determined by the faculty monitor and the department in which they are to be awarded in accordance with the same standards as apply to regular courses in the department. As a guideline, the present Senate definition is that one credit is equivalent to the amount of work that an average student can accomplish in 3 hours per week.

There are several other important matters concerning the number of credits awarded for directed study for which SCEP makes no recommendation believing them to be the responsibility of individual departments and colleges. The committee identifies them below and urges the appropriate faculties to give them early attention.

a) The maximum number of directed study credits a student may apply toward a baccalaureate degree.

b) The maximum number of such credits for which a student may register in a single quarter.

c) The maximum number of credits that a student may be awarded for a single directed study project. If this should exceed the maximum allowable in a single quarter, the credits should be appropriately apportioned over the quarters of duration of the project.

d) The maximum number of such credits awarded or students directed by a single faculty member in any one quarter.

Evaluation

Evaluation of the quality of directed study projects by the faculty monitor should be by the same standards as apply to regular course work. Ordinarily the outcome of the project will be presented in some tangible form to facilitate this evaluation. This will usually involve written reports.

Individual campuses should establish policies to handle the grading of directed study that is not completed within a given quarter.

Approved

Appendix B

UNIVERSITY OF MINNESOTA
Office of the Vice President for Academic Administration
213 Morrill Hall
Minneapolis, Minnesota 55455

March 18, 1974

MEMO TO: Provosts, Vice Provosts, and Deans

FROM: Harold W. Chase, Acting Vice President
Academic Administration

Harold W. Chase

SUBJECT: Policy on Directed Study, Adopted by the University Senate, May 24, 1973

Some students and faculty have experienced difficulties with Directed Study in that the All-University policy on this matter has not been fully implemented. A copy of the Senate action adopted May 24, 1973, is attached for your information, but one section in particular should be noted:

> "Every department, even those that do not regularly enroll undergraduate students, should have a course number available that will enable a student to register for directed study projects under the direction of its faculty."

It would be helpful for each dean and academic vice provost to distribute this policy to the department or division head within their unit and to ensure that plans are underway to achieve full implementation of this policy by the end of the Spring Quarter of this year.

I should like to invite comments or questions, should any problems arise.

:ams

Enclosure

Appendix C

UNIVERSITY OF MINNESOTA
Office of the Vice President for Academic Affairs
213 Morrill Hall
Minneapolis, Minnesota 55455

August 12, 1975

MEMORANDUM

TO: Members of the Council of Academic Officers

FROM: Henry Koffler, Vice President for Academic Affairs HK

RE: Policy on Evaluation of Teaching and "Performance Agreements"

You will recall that 1975-76 is the year in which we are to implement the policy on Evaluation of Teaching as adopted by the University Senate in May of 1974. Ultimately, the policy calls for evaluation of all undergraduate courses, with plans for evaluations to be developed during the 1974-75 academic year and to be implemented beginning with the academic year 1975-76. The policy, attached, also stipulates that written performance agreements for each member of the faculty were to be developed.

I intend to report to the Senate Committee on Educational Policy this Fall on our compliance with these recommendations. For this reason, I need to have from each of the deans a report by October 1 on the mechanisms that have been developed by the collegiate units to carry out these Senate mandates.

Will you please be as specific as possible. If particular course evaluation schemes have been especially effective and/or if a particular approach for handling the dialogue between individual faculty members and chairmen and/or deans regarding expected and actual performance by faculty members has been especially useful, please elaborate. Since improvement of our methods for evaluating the quality of performance is in the best interest of the entire University community, it might also be useful to have a seminar in the early Fall in which the best of these models could be shared with other members of the Council.

I would like to have an opportunity at our next Council meeting to discuss the progress that has been made toward implementation of these recommendations, and for this reason I will place the item on the agenda for the meeting on August 26. Will you please come prepared to discuss this matter.

:sl
Enclosure

A.

SENATE POLICY ON THE EVALUATION OF UNIVERSITY TEACHING

as Adopted by the University Senate May 30, 1974

The University of Minnesota has a threefold mission for its faculty--teaching, scholarly and/or creative achievement, and service. Teaching is probably the most important of these missions. This policy statement is concerned with the evaluation of teaching. It has been prepared in the belief that evaluation contributes to teaching excellence and that excellent teaching should be appropriately rewarded.

Evaluation--or periodic, systematic appraisal of instruction--is imperative to the vitality of the University's teaching mission. Its force and effect can be twofold; both are equally important:

Systematic evaluation can identify and acknowledge those instructional programs and practices which best demonstrate and exemplify the philosophy and mandate of excellence. In other words, it provides an opportunity for outstanding teaching to be identified and suitably rewarded at a number of administrative or decision-making levels.

Equally significant is the potential of such a program for illuminating, with a keen diagnostic eye, those instructional situations where both instructor and students can benefit from the assistance and consultation of appropriate specialists. This can include, but not be limited to, the support services available through the Measurement Services Center, the Consulting Group on Instructional Design and other University resources.

Within a still wider framework, evaluation of teaching can be viewed as requiring an "open" system of communication, information and cooperation among students, members of the faculty and the administration.

Teaching is an enormously broad and complex enterprise which takes many forms, occurs in many settings, has many different aspects, and interacts with many other activities of faculty. Criteria applied to judgment of the quality of didactic exposition cannot be applied to small group seminars. Teachers who value affective goals as highly as cognitive goals will use techniques different from those who see their roles as deliverers of information and ideas. Evaluation of teaching should not be done using a single set of criteria for all kinds of teaching, a single means of evaluation, or a single source of information.

Information used in evaluation of teaching must come from a variety of sources in a variety of ways. Sources can include the instructor, colleagues, students and administrative supervisors, past and present. Ways to obtain information may be formal or informal and include conversation, written narratives, rating scales, analysis of audio and videotapes, and classroom interaction analysis instruments. The kind of evaluation information and the way in which it is obtained depend upon the purposes for which it is obtained.

A number of different purposes for evaluating teaching exist. Chief among these are the improvement of teaching, the making of personnel decisions, and the advisement of students in course selection. Confusion about the purpose for any particular evaluation activity presents problems. If the purpose is to obtain evidence for the improvement of instruction, does the evaluation attempt to identify strengths and weaknesses in the various aspects of teaching, or does it merely rate the instructor in some way? If the purpose is to gather evidence for making a promotion, tenure or salary decision, has agreement been reached between administrator and instructor as to the performance expected? Has the instructor's assignment been clarified with respect to the mission of the unit involved? If the purpose is to help students better select courses, have all those things students must know about a course and instructor been identified? Instructors really resent being rated when the purposes are not clear and the means seem unrelated to the purposes. Problems also arise when evidence is obtained for more than one purpose at the same time, or when information obtained for one purpose is used for another.

Responsible and sensitive evaluation is tied closely to the provision of mechanisms for strengthening discovered weaknesses in instructional practice, faculty assignments, curriculum, or other factors related to the instructional climate. It is also tied to an objective and effective system for rewarding identified excellence in teaching. It must also include safeguards for the rights of those being evaluated and those making the evaluations.

For the purpose of this policy, "faculty" refers to those full-time and part-time employees of the University with regular or non-regular appointments who engage in classroom instruction as part of their assigned responsibilities, including individuals who hold appointments as Professor, Associate Professor, Assistant Professor and Instructor and graduate students who hold appointments as Teaching Associate and Teaching Assistant.

Rationale: It is unclear whether the policy in its present form refers to Teaching Associates and Teaching Assistants as well as to faculty with regular appointments. Because much instruction at the University is done by Teaching Associates and Teaching Assistants, and because these non-regular members of the faculty deserve the same considerations and safeguards with respect to the evaluation of their teaching as do regular faculty, it seems desirable to include them explicitly in the policy.

RECOMMENDATION 1:

All faculty should evaluate at least one of their courses annually. Over a period of time, these evaluations should involve all types and levels of courses taught. Colleges and other units should develop a plan for compulsory evaluation of all undergraduate courses beginning with the academic year 1975-76.

Comment

Faculty can benefit by invited observations by colleagues and supervisors, by student opinions obtained formally or informally, by the use of technology such as audio and video tape, and by measures of student achievement--among others. In most cases a combination of approaches is desirable.

RECOMMENDATION 2:

Evaluation of teaching should include some form of student opinion of the teaching effectiveness of the instructor. Other sources might include teaching colleagues, professional peers, and the individual instructor.

Comment

No single source of information or single evaluation is sufficient for support of personnel decisions in particular. Student reactions must be one component of teaching evaluation. How student reaction is to be obtained should be a departmental decision. Student evaluations should not be the sole source of information but there are compelling reasons why student evaluation is valuable:

1. The student is in a unique position to evaluate instruction day by day.
2. The student has a backdrop of experience in other courses to use as a frame of reference.
3. The student is in contact with the entire educational process: as it affects examinations, preparation for class, bibliography, counseling and the instructional aids used.
4. Students have a right to be heard.
5. The opinions of students should be solicited as an expression of faculty confidence in them and faculty respect for their judgments.

It is also apparent that some aspects of teaching are better evaluated by colleagues. The scholarship underlying teaching and the objectives of instruction can be judged by persons with the expert background possessed by departmental colleagues.

The individual instructor can be a valuable source of information. If the institutional attitude shows a caring for students and indicates that good teaching is valued, instructors likely will seek to:

1. secure measures of student growth in their command of the content of the course.
2. secure measures of value and attitude change in students.
3. secure feedback from students about goals, processes, etc.
4. critically analyze their own techniques in search for more effective procedures.

RECOMMENDATION 3:

Since evaluation should be in terms of recognized goals, academic units should implement the Council on Liberal Education recommendation regarding faculty performance agreements.[1] These should be written agreements that clearly state the criteria upon which faculty will be judged at the end of the stated term of the agreement. The criteria should be developed in line with those employed by all decision making bodies having review functions with regard to faculty.

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[1] "...Collegiate and departmental units develop faculty performance criteria consistent with their academic missions and establish evaluative procedures that measure performance effectiveness. Faculty assignments should reflect the individual's special talents and commitments as they relate to the missions of

Comment

These [illegible] are intended to preclude misunderstandings about what [illegible] evaluated upon. They should be placed in the personnel file [illegible] and take individual differences in training and experience in [illegible] when establishing standards of expected performance. These expectations should be mutually agreed upon and clearly stated in the agreement. It is important that the criteria used by basic academic units be checked against those that might be employed by other decision making bodies such as promotion and tenure committees or salary committees. A faculty member should not be placed in the position of working faithfully to meet the criteria in a departmental performance agreement only to find a collegiate group using a different set of criteria to make a personnel decision.

RECOMMENDATION 4:

The results of evaluation for personnel decision making should be treated as confidential information to be shared by the faculty member and the decision making bodies. Release of this information to others should be at the discretion of the faculty member.

Comment

Release to the public of the results of evaluation, particularly that which is not well designed or is technically poor, can add unbearably to anxiety produced by evaluation itself. This is especially true when gathering data for instructional improvement and for rating personnel for administrative purposes is done at the same time.

RECOMMENDATION 5:

The faculty reward system used at all levels in the University should be so designed to insure that excellence in teaching contributes significantly to decisions concerning promotion and to salary increases. Documentary evidence of instructional effectiveness should be used in support of such decisions. However, attention should be paid to studies which indicate that high student evaluation scores may well be negatively correlated with student learning as well as to studies which indicate a positive correlation between such variables.

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the academic unit. Departments or other appropriate units are expected to work out agreements with individuals concerning their University commitments, especially their teaching/advising assignments for each academic year...Individuals will be responsible for fulfilling the conditions of their agreements while departments will be expected to provide information as to how they deal with their missions and goals and establish assignments. Documentary evidence of performance effectiveness consistent with these agreements will be required in support of recommendations for merit increases, promotions, and the granting of tenure. Such evidence will be used as a basis for judgments regarding these personnel decisions." "Perspectives and Recommendations concerning the Improvement of Liberal Education," All-University Council on Liberal Education Report to the Senate, Part II, Recommendation 1, 1973.

Comment

The kind and amount of documentation should reflect the emphasis on instruction described in the instructor's performance agreement. The kind of information gathered should be based upon the kind of instruction evaluated. No single rating scale is suitable for the complex variety of classroom practices, goals for instruction, facilities available, and class sizes found in a University of this size. The way in which evidence is gathered and the kind gathered will depend upon the purposes and the use to be made of it.

RECOMMENDATION 6:

Primary responsibility for improvement of teaching should be with the individual faculty member and with the basic academic units. The University, however, should act to increase its resources and expertise for helping both the individual faculty member and the academic units to strengthen weaknesses identified by evaluation of teaching or to improve instructional practices in general.

Comment

Such resources as are now available in the University, are widely scattered, relatively unknown, few in number and not organized into a viable system. These resources need to be expanded and made part of consistent and regular programs for improvement of instruction. These programs should be visible, confidential and readily available to faculty. Their participation in such programs should be primarily voluntary in nature.

Evaluation of teaching may highlight inadequacy of resources within the University. Thus, the evaluation process may necessitate the expansion of instructional resources as well as the improvement of effort by individual faculty members.

APPENDIX "N"

UNIVERSITY OF MINNESOTA
TWIN CITIES

University Without Walls
Faculty Development
In Individualized Education Project
203 Dome City
Minneapolis, Minnesota 55455
(612) 376-3938

November 3, 1976

As a result of efforts initiated nearly one year ago, the University Without Walls program in University College has received a grant from the U. S. Office of Education/Fund for the Improvement of Post-secondary Education, for the purpose of developing better ways of recruiting, monitoring, and rewarding faculty members who work with students in individualized ways (directed study and University Without Walls). This project reflects the need to do a better job for faculty (and their respective academic departments) in individualized education than has previously been the case.

In order to attain the research and development objectives of the project, it is important that the needs of your academic unit be made known to the project coordinators. Specifically, there will be developed a number of faculty survey instruments, concept papers, and proposals which would benefit from your critique. In addition, you and the project team may discover special needs and possibilities for the improvement of individualized education work by faculty in your unit; in these instances, the project team will provide assistance.

We feel that your participation on a project advisory committee will be of real assistance. This committee will number approximately 20 faculty members and 3 students, and is scheduled to meet twice during the current year. Other than these meetings, your work on the committee will be in the form of responding to materials produced by the project team.

We are sensitive to your time and energy constraints; we will do our best to make your involvement both interesting and productive in terms of your needs. We sincerely hope you are willing to serve.

We will be contacting you by telephone during the next few weeks to confirm your willingness to serve on the committee. After the committee composition is determined, we will follow up with more detailed information about the project and your relationship to it. Please contact us at the numbers given below if you have any questions during the interim.

Sincerely,

Gordon Wm. Kingston, Dean (373-4638)

Jeffrey N. Johnson, Project Director (376-3938)

JNJ/k

UNIVERSITY OF MINNESOTA
TWIN CITIES

University Without Walls
Faculty Development
In Individualized Education Project
203 Dome City
Minneapolis, Minnesota 55455
(612) 376-3938

February 22, 1977

TO: Faculty Advisory Committee
Faculty Development in Individualized Education Project

FROM: Jeff Johnson and Howard Peterson

RE: Advisory Committee Functions

At our first Advisory Committee meeting it was noted that there is continued uncertainty about proper and feasible functions of the Committee. Much of the uncertainty appears to form around technical concerns. What are the best devices for securing Committee input in directing the project's lines of inquiry and development? How frequently can the members reasonably be expected to attend meetings? How can we be sure that the Committee's advice is secured in time to be of real use? In addition, there appears a need to restate the purposes of the Committee in order to make clear the connections between Committee's activities and goals.

As stated in the original project proposal, the Committee was intended to:

- assist in the identification of department regulatory mechanisms, policies, etc. regarding faculty activity in individualized study.
- critique the project's instruments, test models, and final results.
- assist in the dispersion of project results to committee members' respective departments.
- provide a written evaluation of the project's results at the end of both the first and second years.

The proposal also emphasized that, while the main work would be done by the project staff, the Committee "...will serve to ensure that real evaluation of the project's successes and shortcomings takes place." In the letter from Gordon Kingston and Jeff Johnson of November 3, 1976, which

invited members' participation on the Committee, it was also noted that "...you and the project team may discover special needs and possibilities for the improvement of individualized education work by faculty in your unit; in these instances, the project team will provide assistance." Thus it was hoped that the Committee members, in addition to assisting the project staff by giving criticism and advice, would receive, in turn, assistance with programming in their respective academic units.

The difficulties of our first Committee meeting not disavowed, these Committee purposes appear well established. At the same time, we welcome your continued advice in this respect, and we will be contacting each of you individually for your further input.

Assuming a general agreement on Committee purposes, we need to do a better job of building mechanisms to accomplish these ends. The following actions are proposed:

1 -A chairperson of the Committee, selected from the current membership, should be appointed. Given the university-wide nature of the project, Dean Kingston seems a proper figure to effect the selection process in consultation with others as is deemed appropriate. The function of the chairperson will be to convene and preside at meetings of the Advisory Committee. This should help to emphasize the interests of the faculty as a group while providing the Commitee greater critical distance for assessing and judging project directions and results.

2 -The Committee as a whole should not be expected to meet any more often than called for in the original proposal (four meetings over the two-year period). The project should rely instead on individual meetings with Committee members and small sub-groups of the Committee formed around main issues, plus other communication devices.

3 -Related to the above, the Committee membership should be enlarged in order to allow fuller formal participation by the faculty and greater opportunities for associations between the project staff and selected individuals and small groups of Committee members. Present Committee members' recommendations on new members will be sought.

4 -As a practical suggestion, given project staff's and Committee members' time-energy limits, the staff should do two things: a) develop an instrument which committee members can use to express their ideas on a quarterly basis; this being in a form that can be completed in short order and which will aid the staff in identifying members who have special questions, concerns, and insights; and b) staff should follow up with phone calls to selected Committee members as may be indicated by the quarterly feedback instrument.

5 -Accompanying the quarterly feedback instrument will be a brief quarterly progress report written by the project staff. This should help keep members more up to date on the project's progress and help maintain momentum between the infrequent meetings of the full committee.

6 -To facilitate the Committee's evaluation of the project at the end of the first and second years, the project staff will conduct phone surveys of each committee member. The survey items will be presented to the Committee before the surveys are actually conducted. Using these survey data in conjunction with other input from the Committee made during the course of each year, the project staff will write the evaluation report on behalf of the Committee. Each year's evaluation report will be approved by the Committee prior to the report's submission to FIPSE and other agencies or persons.

The project staff sincerely hopes that this serves to clarify Committee purposes and procedures and that we can now move more rapidly toward our project goals. I and Howard Peterson will be contacting each of you in the near future for your further suggestions.

k

Faculty Advisory Committee Meeting Minutes

May 27, 1977 235 Nolte

PRESENT: Gordon Bopp, Dean, Academic Administration, Morris; Robert Bright, Bell Mus. of Natural History; Mary Corcoran, Social, Psych. & Phil. Fdns. of Education; Marilou Eldred, Research Specialist, University Without Walls; Robert Falk, Head, Department of Psychology, Duluth; William Gardner, Dean and Chairperson, College of Education; Shirley Garner, English Department; Willard Hartup, Director, Child Development; William Hoffman, Continuing Education in Soc. Work; Jeffrey Johnson, Project Director, Faculty Development in Individualized Education Project; Joan Kelly, Secretary, Faculty Development Project; Norman Kerr, Biological Science Administration; Catherine Marienau, Director, University Without Walls; Don Myrvik, Special Learning Opportunities; Howard Peterson, Research Associate, Faculty Development Project; Frank Sorauf, CLA Dean; Janet Spector, Anthropology; Carol Slothower, Student Representative; Steven Taylor, Social, Psychological and Phil. Foundations of Education; and Reynold Willie, Curriculum & Instruction.

Dean Gardner called the meeting to order at 11:15 and began the meeting by asking everyone to introduce themselves. Jeff Johnson briefly explained Dean Gardner's role as Chairperson and expressed appreciation for this service to the Committee.

Howard Peterson reviewed the project's earlier research efforts. The first study, Faculty Involvement in the Development of Individualized Learning Opportunities, was based on interviews of faculty and administrators. In this study it was found that only a small number of faculty members were actually involved, and each involvement was typically short-lived, and not positively related to their regular professional departmental concerns. The second study, University Faculty and Individualized Education, assessed the extent to which faculty do work with undergraduates on a 1-to-1 basis and how they feel about this work. It was found that many faculty members were uncertain

about guidelines for individualized education; that this was not their most preferred mode of instruction; and while overall were satisfied with student work, they felt low priority was placed on teaching generally, and directed studies in particular.

The third study was an analysis of faculty responses to this survey by sex, academic status, and field. Younger faculty were more satisfied with classroom teaching than research. 58% of the females cited research as a source of dissatisfactipn; there was a difference by sex regarding which criteria should be counted most heavily in promotion and tenure - women emphasized teaching and related criteria, and men research and publishing. 50% thought that teaching should be counted most heavily.

The data were also analyzed by campus, resulting in a fourth report, "University of Minnesota Faculty Views on Individualized Education; How the Three Campuses Compare." In addition a conceptual framework for the project was written which outlines the research and development model to be followed.

More recent work includes a planning paper which deals with the costs of individualizing student-teacher relationships. The project is also pre-testing two instruments this quarter. The first assesses student readiness to do directed studies and the second assesses faculty effectiveness in 1-to-1 work with students.

Over the summer the project staff will be continuing work on a study to examine the type and level of helping skills presently used by teachers and advisors working with students in individualized study relationships. This study will provide information that will be used in developing inservice workshops and materials for faculty working with students on directed studies projects.

Jeff Johnson talked about the SPILI (Student Preparedness for Individualized Learning Inventory) and OSFIE (Opinion Survey on Faculty in Individualized Education) instruments. Assistance in this effort is being given by Ken Doyle at the University Measurement Services. Most who have reviewed the instruments feel we ought not to develop instruments to evaluate persons; they should be used more in terms as check lists or formative devices for enhancing student-faculty relationships. Jeff Johnson added that in the case of the assessment of faculty performance in directed instruction, this is a sensitive issue as it is primarily an overload area. The issue of overload should be addressed and a solution in this area should accompany an instrument such as OSFIE. Thirty-five student-faculty pairs were identified in the pre-tests of the SPILI and the OSFIE. The response rate has been low thus far. Also, the project staff will be supplying advisors in UHH with copies of the instruments for fuller pre-testing with their advisees.

The meeting then addressed the costs of individualized education. Jeff Johnson reported that in the paper, "The Cost of Individualizing Teacher-Student Relationships," the staff tried to find out how much it would cost a traditional unit to implement a directed studies requirement for its undergraduate majors. The staff tried to develop a model which can be used. The committee members were asked about their thoughts on what would be the needs of their respective academic units. Were there other kinds of needs for data that should be addressed?

Dean Sorauf wondered if the staff was proceeding on the assumption that directed instruction would be charged on an overcharge basis through CEE? Jeff Johnson indicated that this was part of the formula.

Norman Kerr mentioned that in thinking through the cost paper he did not take the "pay" as student credit hours. He combined some of the paper's

figures with some of his own cost figures. He figured that it was about three times more expensive to do directed instruction than to do regular course work.

Some of the basic assumptions made in the cost model are wrong, Dean Sorauf indicated. There are two separate finance and cost systems within the university. First there is regular funding, combined with the CEE system of services with a return to the unit on inload instruction. He indicated that if one combines the two, there will be problems.

Bob Falk brought up the notion of the values placed on directed instruction. "It is worth three times as much," he said. They have found at Duluth that graduates were more likely to get jobs if they have had this type of instruction.

Jeff asked, referring to Dean Sorauf's comments on the financing systems, whether there would be methodological problems or would there be a problem maintaining focus for the reader, or both? Dean Sorauf said that it was a methodological problem. Jeff indicated that they were trying to develop a model that could be generalized to other institutions, but wondered whether it would be better to develop a model more in keeping with the finance mechanisms of this institution. There seemed to be a general consensus that this was the best strategy.

Shirley Garner questioned whether we were presenting a true picture of how many hours a faculty member actually does spend teaching. To give a truly representative picture, she suggested the staff should consider a faculty member's time spent working with graduate students too.

When commenting on the hypothetical Department of Psychology in the paper, Dean Sorauf said that a department of this type would be operating with

a fixed set of resources for a given year. To achieve objectives one can (1) move the resources around counting individuals (faculty, t.a.'s) or (2) use a cost accounting system. If one wants to work out different options, he suggested, one could move higher paid faculty positions and lower paid positions around to do different things - most departments work this way. The other system used by CEE, is more open-ended, there is more direct accounting. He said that the paper merged these two systems and clouded the issue.

Gordon Bopp asked whether this was not in fact the case? Dean Sorauf replied that in actuality, there is a very small area of activity in this type of open-ended accounting.

Dean Gardner said that under the current accounting system, there is no way for a department to account for how much activity they have in directed instruction.

Dr. Falk indicated that at UMD they would be trying to increase the quality of directed individualized instruction, while trying to decrease their student-teacher ratio (which is presently 36 to 1).

An evaluation of patterns of directed studies over a year is now being conducted at Morris. Gordon Bopp said that he would be in touch with the Committee on this matter.

The next item on the agenda was the First-Year Assessment of the project. Howard Peterson noted that, in the proposal to FIPSE that lead to the funding of the project, provision was made for assessment of the project's activities at the end of the first and second year. One function of the advisory committee was to ensure that such assessment takes place.

During earlier conversations with members of the committee many indicated that their time constraints would not permit them to play a major role in the

actual writing of the first year assessment. The staff, for this reason, prepared a draft of a self-assessment paper that will help the committee in generating and focusing its own assessment of this year's project activities.

The staff proposed to combine the committee's assessment materials with the staff assessment into a first-year report to be forwarded to FIPSE. This report will be sent to the Advisory Committee for its consideration and approval before the report is sent to FIPSE. A form was passed out on which Committee members could indicate whether they wished to put their assessment comments in writing and/or they wanted to be contacted by a member of the project staff.

Howard Peterson indicated that a final report must be forwarded to FIPSE no later than September 30, 1977.

Mary Corcoran said that she found the format of the report very useful. She asked about the status of the conceptual framework paper. Jeff Johnson said that this paper was done earlier, and that the committee can address it as part of their judgements in the first-year assessment report.

Dean Gardner asked what would be an appropriate time for feedback from the committee members. The question of preparing a second draft was left open depending on the Committee's response in terms of the quality and quantity of members' comments. Members' input must be received by the project staff by July 1.

The next topic consisted of suggestions for the coming year. Jeff Johnson pointed out that the emphasis for the first year was on gathering data. Emphasis for the second year will be disseminating these data. The cost analysis model will be tested in units on the Twin Cities and Coordinate campuses. Workshops will also be developed for small groups of faculty members, and brief workshop papers will be used to generate and focus discussion at these sessions. The staff will be contacting committee members indivdually regarding their respective units' interest in such workshops.

Jeff Johnson said that two meetings of the Advisory Committee are scheduled for the coming year. While it is hoped that there will be continuity of the group as it stands, some members' schedules may not permit their continuation. Jeff requested that those who are unable to serve next year inform him or Dean Gardner. He stated that a main project activity during the coming year will be development of a recommendations document regarding directed individualized education policies at the U. of M. There may be a possibility of collaboration with the Office of Special Learning Opportunities on this document. The staff will present this document to this committee for its endorsement and transmittal and then to the Senate Committee on Educational Policy. Jeff mentioned that an earlier project study found that less than half of the faculty is aware of the directed instruction policies as established by SCEP in 1973. The staff will try, Jeff said, to make recommendations based on institutional realities, and that it would be most useful if this committee could take a formal posture on this report, thereby enhancing the prospects of real institutional impact.

Bill Hartup mentioned that we might want to consult with the Senate Committee on Educational Policy relatively early next year and perhaps get some input from them. He mentioned that he was on the SCEP committee which established the guidelines for directed instruction, and that the purpose was to establish a quality control policy which was then adopted by the University Senate. As such, it is up to the University Administration to implement it. This policy may not be feasible. And he mentioned that we should discuss the topic quite openly and thoroughly with SCEP.

Dean Gardner said that the committee should early on contact the Chairman of SCEP with a letter asking for a meeting with them some time next year.

The inability of the Senate to change things by fiat isn't limited to directed study, said Dean Sorauf. He suggested that this may not be the most effective way to bring about the goals and changes wanted. It was noted in the survey report that there was a relatively low level of preference for this mode of instruction. This question then deserves a lot of thought. Maybe we should address this question: What accounts for the attitude or preference, what does it reflect, and what can be done about it?

Jeff Johnson assured the committee that the aim is to make informed (by research) judgements on these matters. He also noted that the recommendations to SCEP will be made as one part of next year's activities and will not supplant other activities (such as workshops).

Janet Spector suggested that rather than just coming up with a position paper we should stress working with individual departments.

We have found that there are faculty who do enjoy working in directed individualized education, Howard Peterson noted, and the project will be devoting some time to developing materials to help these faculty. He added that directed studies plays a more significant role in some departments than in others. It is the intention of the project to work with these departments.

Dean Gardner suggested that we schedule a set of meetings for next year. A memorandum will be sent in the fall for preferred times and frequencies.

Dean Gardner, Jeff and Howard expressed appreciation for the members' attendance and good comments. The meeting was adjourned at 12:25.

Submitted by,

Joan Kelly

January 28, 1977

TO: Faculty Advisory Committee
Faculty Development In Individualized Education Project

FROM: Jeff Johnson

First, let me thank those of you who attended our recent Advisory Committee meeting. While the meeting was a bit fragmented due to Howard Peterson's unfortunate absence (due to a car accident - he's fine now), some scheduling conflicts of members, and a cranky conference call machine, the session still proved the value of such a committee. It is clear that the project stands to benefit from these associations.

Enclosed are two items for your review. Joan Kelly has provided us with excellent detailed minutes of our meeting. From the minutes we have developed a list of 22 salient recommendations made by the committee. In the next few days I and Howard, along with members of the University Without Walls staff, will be developing a series of proposals on these recommendations and related project activities. These proposals will be forwarded to you, and we will be contacting each of you individually (most likely via phone) for your further input.

Thank you.

cc:G. Kingston

Enclosures

Advisory Committee Recommendations

(From January 24, 1977)

1. The Advisory Committee should not "critique" reports; it should direct our lines of inquiry.

2. We need to remember that teaching is a "labor of love".

3. We should look to departments as being the main unit of analysis.

4. Our research reports have been too exclusively focused on attitudinal variables.

5. We need to do a better job of looking at actual phenomena (students and faculty in actual individualized work). We need to look at "actual transactions of behavior."

6. We need to find out more about which departments are already engaged in directed studies and have had success.

7. We need to take into account curricular relevance to individualized education.

8. We should be mindful that often it is the student and/or the project itself that determines the faculty member's involvement.

9. Rather than thinking about the project as strictly an institutional effort we should think in more generic frameworks; we should seek to generalize our findings.

10. We should not look mainly to departments; basically they have only generalized concerns. Look to individual faculty members - they make decisions.

11. The student readiness evaluation form is a good idea. We should definitely pursue it.

12. We need better ways of preparing students for indivtdualized study.

13. We need to know more about supply and demand; are there more students seeking such learning opportunity than we can currently serve?

14. We definitively should explore cost issues.

15. The project should be more discriminating between types of individualized education; we have to break it down better so faculty understand the similarities and differences.

16. Advisory Committee responsibilities and authorities must be clarified.

17. Advisory Committee meeting frequency and the possibility of having committee task forces need clarification.

18. The implications of the paper, "Status, Field and Sex Determinants ..." need to be reconsidered; the implications for individualized study were not made clear.

19. Information from the faculty interviews needs to be put in some documented form.

20. The project should include graduate level individualized education.

21. A random sample of students involved in individualized work - developed into case studies - would be very useful. We should consider an EDP proposal to support such an effort.

APPENDIX "R"

UNIVERSITY OF MINNESOTA
TWIN CITIES

University Without Walls
Faculty Development
In Individualized Education Project
203 Dome City
1507 University Avenue S.E.
Minneapolis, Minnesota 55455

(612) 376-3938

June 22, 1977

TO: Faculty Development in Individualized Education
Project Advisory Committee

FROM: Jeff Johnson

Enclosed are the minutes from our May meeting of the Advisory Committee. Let me thank you again for the helpful observations and suggestions voiced at the meeting.

Those of you who still wish to submit written responses to the first-year assessment paper are encouraged to send your responses by July 1 so they can be included in our report to FIPSE. The comments received thus far have been very helpful, particularly in our planning for the coming year. We sincerely appreciate your service on the committee this year. If your schedule does not permit your continuation in 1977-78, please advise either Dean Gardner or myself.

Thank you.

JNJ/k

Enclosure

Faculty Advisory Committee Meeting Minutes

May 27, 1977 235 Nolte

PRESENT: Gordon Bopp, Dean, Academic Administration, Morris; Robert Bright, Bell Mus. of Natural History; Mary Corcoran, Social, Psych. & Phil. Fdns. of Education; Marilou Eldred, Research Specialist, University Without Walls; Robert Falk, Head, Department of Psychology, Duluth; William Gardner, Dean and Chairperson, College of Education; Shirley Garner, English Department; Willard Hartup, Director, Child Development; William Hoffman, Continuing Education in Soc. Work; Jeffrey Johnson, Project Director, Faculty Development in Individualized Education Project; Joan Kelly, Secretary, Faculty Development Project; Norman Kerr, Biological Science Administration; Catherine Marienau, Director, University Without Walls; Don Myrvik, Special Learning Opportunities; Howard Peterson, Research Associate, Faculty Development Project; Frank Sorauf, CLA Dean; Janet Spector, Anthropology; Carol Slothower, Student Representative; Steven Taylor, Social, Psychological and Phil. Foundations of Education; and Reynold Willie, Curriculum & Instruction.

Dean Gardner called the meeting to order at 11:15 and began the meeting by asking everyone to introduce themselves. Jeff Johnson briefly explained Dean Gardner's role as Chairperson and expressed appreciation for this service to the Committee.

Howard Peterson reviewed the project's earlier research efforts. The first study, Faculty Involvement in the Development of Individualized Learning Opportunities, was based on interviews of faculty and administrators. In this study it was found that only a small number of faculty members were actually involved, and each involvement was typically short-lived, and not positively related to their regular professional departmental concerns. The second study, University Faculty and Individualized Education, assessed the extent to which faculty do work with undergraduates on a 1-to-1 basis and how they feel about this work. It was found that many faculty members were uncertain

about guidelines for individualized education; that this was not their most preferred mode of instruction; and while overall were satisfied with student work, they felt low priority was placed on teaching generally, and directed studies in particular.

The third study was an analysis of faculty responses to this survey by sex, academic status, and field. Younger faculty were more satisfied with classroom teaching than research. 58% of the females cited research as a source of dissatisfactipn; there was a difference by sex regarding which criteria should be counted most heavily in promotion and tenure - women emphasized teaching and related criteria, and men research and publishing. 50% thought that teaching should be counted most heavily.

The data were also analyzed by campus, resulting in a fourth report, "University of Minnesota Faculty Views on Individualized Education; How the Three Campuses Compare." In addition a conceptual framework for the project was written which outlines the research and development model to be followed.

More recent work includes a planning paper which deals with the costs of individualizing student-teacher relationships. The project is also pre-testing two instruments this quarter. The first assesses student readiness to do directed studies and the second assesses faculty effectiveness in 1-to-1 work with students.

Over the summer the project staff will be continuing work on a study to examine the type and level of helping skills presently used by teachers and advisors working with students in individualized study relationships. This study will provide information that will be used in developing inservice workshops and materials for faculty working with students on directed studies projects.

Jeff Johnson talked about the SPILI (Student Preparedness for Individualized Learning Inventory) and OSFIE (Opinion Survey on Faculty in Individualized Education) instruments. Assistance in this effort is being given by Ken Dovle at the University Measurement Services. Most who have reviewed the instruments feel we ought not to develop instruments to evaluate persons; they should be used more in terms as check lists or formative devices for enhancing student-faculty relationships. Jeff Johnson added that in the case of the assessment of faculty performance in directed instruction, this is a sensitive issue as it is primarily an overload area. The issue of overload should be addressed and a solution in this area should accompany an instrument such as OSFIE. Thirty-five student-faculty pairs were identified in the pre-tests of the SPILI and the OSFIE. The response rate has been low thus far. Also, the project staff will be supplying advisors in UHH with copies of the instruments for fuller pre-testing with their advisees.

The meeting then addressed the costs of individualized education. Jeff Johnson reported that in the paper, "The Cost of Individualizing Teacher-Student Relationships," the staff tried to find out how much it would cost a traditional unit to implement a directed studies requirement for its undergraduate majors. The staff tried to develop a model which can be used. The committee members were asked about their thoughts on what would be the needs of their respective academic units. Were there other kinds of needs for data that should be addressed?

Dean Sorauf wondered if the staff was proceeding on the assumption that directed instruction would be charged on an overcharge basis through CEE? Jeff Johnson indicated that this was part of the formula.

Norman Kerr mentioned that in thinking through the cost paper he did not take the "pay" as student credit hours. He combined some of the paper's

figures with some of his own cost figures. He figured that it was about three times more expensive to do directed instruction than to do regular course work.

Some of the basic assumptions made in the cost model are wrong, Dean Sorauf indicated. There are two separate finance and cost systems within the university. First there is regular funding, combined with the CEE system of services with a return to the unit on inload instruction. He indicated that if one combines the two, there will be problems.

Bob Falk brought up the notion of the values placed on directed instruction. "It is worth three times as much," he said. They have found at Duluth that graduates were more likely to get jobs if they have had this type of instruction.

Jeff asked, referring to Dean Sorauf's comments on the financing systems, whether there would be methodological problems or would there be a problem maintaining focus for the reader, or both? Dean Sorauf said that it was a methodological problem. Jeff indicated that they were trying to develop a model that could be generalized to other institutions, but wondered whether it would be better to develop a model more in keeping with the finance mechanisms of this institution. There seemed to be a general consensus that this was the best strategy.

Shirley Garner questioned whether we were presenting a true picture of how many hours a faculty member actually does spend teaching. To give a truly representative picture, she suggested the staff should consider a faculty member's time spent working with graduate students too.

When commenting on the hypothetical Department of Psychology in the paper, Dean Sorauf said that a department of this type would be operating with

a fixed set of resources for a given year. To achieve objectives one can (1) move the resources around counting individuals (faculty, t.a.'s) or (2) use a cost accounting system. If one wants to work out different options, he suggested, one could move higher paid faculty positions and lower paid positions around to do different things - most departments work this way. The other system used by CEE, is more open-ended, there is more direct accounting. He said that the paper merged these two systems and clouded the issue.

Gordon Bopp asked whether this was not in fact the case? Dean Sorauf replied that in actuality, there is a very small area of activity in this type of open-ended accounting.

Dean Gardner said that under the current accounting system, there is no way for a department to account for how much activity they have in directed instruction.

Dr. Falk indicated that at UMD they would be trying to increase the quality of directed individualized instruction, while trying to decrease their student-teacher ratio (which is presently 36 to 1).

An evaluation of patterns of directed studies over a year is now being conducted at Morris. Gordon Bopp said that he would be in touch with the Committee on this matter.

The next item on the agenda was the First-Year Assessment of the project. Howard Peterson noted that, in the proposal to FIPSE that lead to the funding of the project, provision was made for assessment of the project's activities at the end of the first and second year. One function of the advisory committee was to ensure that such assessment takes place.

During earlier conversations with members of the committee many indicated that their time constraints would not permit them to play a major role in the

actual writing of the first year assessment. The staff, for this reason, prepared a draft of a self-assessment paper that will help the committee in generating and focusing its own assessment of this year's project activities.

The staff proposed to combine the committee's assessment materials with the staff assessment into a first-year report to be forwarded to FIPSE. This report will be sent to the Advisory Committee for its consideration and approval before the report is sent to FIPSE. A form was passed out on which Committee members could indicate whether they wished to put their assessment comments in writing and/or they wanted to be contacted by a member of the project staff.

Howard Peterson indicated that a final report must be forwarded to FIPSE no later than September 30, 1977.

Mary Corcoran said that she found the format of the report very useful. She asked about the status of the conceptual framework paper. Jeff Johnson said that this paper was done earlier, and that the committee can address it as part of their judgements in the first-year assessment report.

Dean Gardner asked what would be an appropriate time for feedback from the committee members. The question of preparing a second draft was left open depending on the Committee's response in terms of the quality and quantity of members' comments. Members' input must be received by the project staff by July 1.

The next topic consisted of suggestions for the coming year. Jeff Johnson pointed out that the emphasis for the first year was on gathering data. Emphasis for the second year will be disseminating these data. The cost analysis model will be tested in units on the Twin Cities and Coordinate campuses. Workshops will also be developed for small groups of faculty members, and brief workshop papers will be used to generate and focus discussion at these sessions. The staff will be contacting committee members indivdually regarding their respective units' interest in such workshops.

Jeff Johnson said that two meetings of the Advisory Committee are scheduled for the coming year. While it is hoped that there will be continuity of the group as it stands, some members' schedules may not permit their continuation. Jeff requested that those who are unable to serve next year inform him or Dean Gardner. He stated that a main project activity during the coming year will be development of a recommendations document regarding directed individualized education policies at the U. of M. There may be a possibility of collaboration with the Office of Special Learning Opportunities on this document. The staff will present this document to this committee for its endorsement and transmittal and then to the Senate Committee on Educational Policy. Jeff mentioned that an earlier project study found that less than half of the faculty is aware of the directed instruction policies as established by SCEP in 1973. The staff will try, Jeff said, to make recommendations based on institutional realities, and that it would be most useful if this committee could take a formal posture on this report, thereby enhancing the prospects of real institutional impact.

Bill Hartup mentioned that we might want to consult with the Senate Committee on Educational Policy relatively early next year and perhaps get some input from them. He mentioned that he was on the SCEP committee which established the guidelines for directed instruction, and that the purpose was to establish a quality control policy which was then adopted by the University Senate. As such, it is up to the University Administration to implement it. This policy may not be feasible. And he mentioned that we should discuss the topic quite openly and thoroughly with SCEP.

Dean Gardner said that the committee should early on contact the Chairman of SCEP with a letter asking for a meeting with them some time next year.

The inability of the Senate to change things by fiat isn't limited to directed study, said Dean Sorauf. He suggested that this may not be the most effective way to bring about the goals and changes wanted. It was noted in the survey report that there was a relatively low level of preference for this mode of instruction. This question then deserves a lot of thought. Maybe we should address this question: What accounts for the attitude or preference, what does it reflect, and what can be done about it?

Jeff Johnson assured the committee that the aim is to make informed (by research) judgements on these matters. He also noted that the recommendations to SCEP will be made as one part of next year's activities and will not supplant other activities (such as workshops).

Janet Spector suggested that rather than just coming up with a position paper we should stress working with individual departments.

We have found that there are faculty who do enjoy working in directed individualized education, Howard Peterson noted, and the project will be devoting some time to developing materials to help these faculty. He added that directed studies plays a more significant role in some departments than in others. It is the intention of the project to work with these departments.

Dean Gardner suggested that we schedule a set of meetings for next year. A memorandum will be sent in the fall for preferred times and frequencies.

Dean Gardner, Jeff and Howard expressed appreciation for the members' attendance and good comments. The meeting was adjourned at 12:25.

Submitted by,

Joan Kelly

MINUTES OF FACULTY ADVISORY COMMITTEE MEETING

1-2 P.M. Shephard Room
November 7, 1977

Dean Gardner opened the meeting, and Committee members introduced themselves. Present were: Dean Richard P. Bailey, General College, Professor Gordon R. Bopp, Academic Administration Dean at UM, Morris, Marilou Eldred, Research Specialist, University Without Walls, Dean William E. Gardner, Chairperson, College of Education, Professor Shirley M. Garner, English, Professor William Hoffman, Continuing Education in Social Work, Professor Norman S. Kerr, Biol. Sci. Admin., Catherine Marienau, Director, UWW, Donald A. Myrvik, Special Learning Opportunities, Professor Janet D. Spector, Anthropology, Professor Reynold Willis, Curriculum and Instruction, Carol Slothower, Student Representative, Jeffrey M. Johnson, Project Director, Joan Kelly, Secretary.

Jeff Johnson brought the committee up to date about staff changes and the consequences of this for the project, and about his participation in the Project Directors' Meeting in Chicago. Jeff mentioned that FIPSE had a new Director that seems to be focusing on increasing its funding and on funding those projects which can be best integrated into the mainstream of postsecondary educational institutions.

Jeff mentioned that the project staff would be scheduling workshops wherein they would share the ideas and information gathered thus far. One had already been held at UMD with the Fine Arts Faculty. Plans are being made to meet with UMD's Psychology Department to schedule at least one workshop and possibly two. There is also a likelihood of having at least one or more at UMM.

Jeff will be contacting each of the advisory committee members individually to see whether they could recommend any departments or groups which might be interested in having him come in to discuss various aspects of individualized education.

He mentioned that he had met with Robert Brasted, Chairman of the Senate Committee on Educational Policy, to explain FDIEP, and to tell him that the Faculty Advisory Committee will be considering a number of individualized education policy recommendations to forward to SCEP. Dean Gordon Kingston of University College has read the document and suggested that it be rewritten in a format more consistent with the documents SCEP uses. FDIEP staff will meet with SCEP sometime in the early spring after the committee endorses the document.

Someone asked if a meeting with SCEP is in fact scheduled. Dean Gardner said that while a specific date hasn't been set, there was an understanding that it would take place.

The committee then turned to a discussion of the specific recommendations. Shirley Garner said that she felt the document was lacking in a specific focus on what was most important. Specifically she referred to item "L" - Should Faculty members receive extra ("overload") remuneration (through CEE) for their involvement in DIS activity? She said that the statement "Incentives for DIS (or other so-called "non-traditional") work should be integrated within regular or traditional incentive systems," ignores a fundamental problem of whether we can do this? whether or not it is possible to do this?

Jeff said that FDIEP means that "this ought to be the case." But at the same time, knows the realities of the situation. If such work continues to be so much on the periphery of the incentive and in-load system, then many of the other policy recommendations cannot be realistically adopted.

Jeff continued that the faculty told us that "time" is the most important issue. Dean Gardner said that if a department is going to develop a DIS thrust, then there must be some way of accounting for that.

Professor Bopp said that he felt this issue was tied to an early part of the document where "a review of priorities is necessary" was mentioned. Jeff said that it was difficult to take item "L" out of context without taking into account the general tone of DIS in general.

If DIS is going to be done, it should be done as a regular part of the department load, Professor Garnder said. If the recommendation is that individualized education is part of what a faculty member does, then it must be accounted for in that frame of reference.

Norman Kerr mentioned that it is important that if the committee commits itself to this, it cannot cop out, so there must be clarity in how this may be implemented.

Professor Garner made reference to the letter from Henry Koffler on Policy on Evaluation of Teaching and Performance Agreements. This paper focuses very definitely on teaching. If it is important then it needs to be emphasized. Incentives need to come into that system.

Professor Kerr brought up the point that this may be a good time to get undergraduates involved in this, to use them in research as we have used graduate students.

Gordon Bopp said that it was important that the peer group itself make a judgment on this matter. Someone mentioned that the Deans themselves and people who have been committed to this type of instruction should make a value judgement on commitment to DIS. Gordon Bopp felt that this was not enough, the peer group itself must first value this.

Dean Gardner said that the paper's posture on the incentive system assumes that DIS will be seen in a common way - this is not possible. Is this a format problem, or if not, this item has very large implications, Shirley Garner said. Recommendation #2, she felt was an administrative problem. She said that each of the items, in her opinion, were treated as isolated recommendations, that the paper was not forceful enough to present to SCEP.

Don Myrvik mentioned that some of the recommendations were peculiar to CLA, but that mostly these were a matter of custom and practice. They were not related to formal policies within colleges.

What are the major recommendations, should we look for others? Jeff said that besides giving the "oughts" and "shoulds" there are some recommendations pertaining to how departments do things. Who is ultimely to do this? For instance building in incentives.

Professor Hoffman said that his experience has been mostly that it is the faculty member himself who does this. If support for this type of activity exists out there, it exists least within departmental context. It usually comes from OSLO, etc.

Jeff said that we are recommending that departments take care of this themselves.

Professor Kerr said that faculty should do this as part of their inservice load. Departments should get some reward too - there would be a need of support services also.

Professor Hoffman said that he was not sure that DIS should be part of the inservice load. If we do recommend this, we should get department chairperson's approval.

Dean Bailey wondered if we must categorically say it is one or the other? Dean Gardner said that it was important to recognize directed instruction as legitimate work.

At Morris, Professor Bopp mentioned that a special number is designated for directed studies - #3950. It is required in many departments as part of the curriculum. This cannot be overload, if it is in the curriculum.

Dean Gardner said that the assumptions underlying "L" were intriguing. 1. If we encourage DIS, does this create a work overload? and 2. If it is not required, how can this be negotiated?

Dean Gardner addressed the issue of the expensiveness of DIS. Further, he indicated that Roger Page has been working on the issues of incentives and inload in committee. He said that the committee's report which is forthcoming may give some guidelines for this.

Shirley Garner coming back to recommendation in "L" said that it is related to the data indicating that DIS is the least preferred mode of teaching. Why is it the least preferred? What is behind this? Is there a disinclination to the mode of this particular instruction?

Janet Spector felt that there would not be anything meaningful accomplished until there is an attitudinal change.

Jeff answered that the committee's recommendations to SCEP probably won't bring complete closure to these issues. He indicated that even though the committee comes forward with recommendations, there still are many problems.

Someone indicated that the report is really dealing with two issues which should be separated - dealing in mechanics of DIS implementation, and another broader issue of compensation for the faculty member; the latter involves individuals' value orientations.

Dean Gardner cautioned the committee not to build too heavily on a system toward which both faculty members and students may react negatively. It is important to state how departments may be encouraged to look at DIS, including support systems.

Don Myrvik wished to have clarification of "D" - How should the number of credits per DIS project be determined? He wished to know what the committee was recommending, indicating that this was not clear in the explanation. Norman Kerr indicated that in DIS work, it is important to take into account a package of credits - which is the way it's usually done.

One of the committee members wanted to know why "I" - What of non-members of the University faculty supervising DIS projects? was even included. Is there a hidden objective? Dean Gardner indicated that this was in fact a description of existing university policy.

Catherine Marienau asked if there was additional information, indicating that while this was specific to UWW, it needs to be broader based.

Don Myrvik indicated that current Senate Policy implied that this statement is in fact present policy. While it would to to SCEP in the nature of existing policy, Dean Gardner indicated that it may need some policy shift because it isn't working very well, and the committee would need to recommend some new policies. The issue of quality control was mentioned in regards to this recommendation.

Janet Spector would like to see the entire document restructured. The committee must sort out what it is supporting in terms of policy change.

Marilou Eldred wants to see the report in another form before she approves the document and wondered if there couldn't be a mail ballot.

Dean Gardner proposed a meeting between Jeff and himself to address three or four major questions which he believes the report centers around. These are:

1. Description of initial FIPSE project proposal.
2. Existing policy on DIS.
3. Where existing policy is not working very well.
4. List of unresolved issues.
5. List of recommendations.

Don Myrvik would like to see the present report go beyond the existing policy and mentioned that we might want to discuss concerns which might not be reflective of faculty views, but which would exercise leadership. That the committee might meet again to deliberate before the document is finally put together.

Dean Gardner adjourned the meeting. He indicated that either Jeff or himself would be getting in touch with the committee when a final document has been written to get their approval before sending it to SCEP for their spring meeting.

Written and typed by Joan Kelly.